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THE UNIVERSITY OF ALBERTA

THE EVOLUTION OF WOODS' CHRISTIAN HOMES

by

DAVID S. BAZELEY

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

IN

INDUSTRIAL ARTS EDUCATION

DEPARTMENT OF INDUSTRIAL AND VOCATIONAL EDUCATION

EDMONTON, ALBERTA

FALL, 1988

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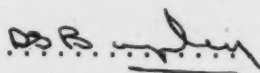
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The undersigned hereby certify that they have read and recommended to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled 'The Evolution of Woods' Christian Homes submitted by David S. Bazeley in partial fulfilment of the requirements for the Degree of Master of Education in Industrial Arts.

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Supervisor

Paula Ann Brook
.....

David S. Bazeley
.....

1988 10 14
Date.....

DEDICATION

This thesis is dedicated to my late father Seymour, for always believing in my academic potential and for his strong conviction in education for all children.

ABSTRACT

Specifically this study applies to the evolution of Woods' Christian Homes from when it first appeared in the educational literature in Alberta in 1915 as an orphanage until its maturity in 1988 as a residential treatment facility for emotionally disturbed adolescents and their families. Since industrial arts was an integral part of Woods' Christian Homes curriculum, included in this study are historical overviews of the evolution of industrial arts in Alberta, through its eight discrete but overlapping periods - 1905-1988. Included also are the various legislative enactments both provincially and federally which led to the development of Social Services and Community Health in Alberta, since Woods' Christian Homes development paralleled this legislation.

Documentary data were obtained through a number of sources including: libraries, personal files, newspapers, museums, archival collections and minutes of meetings. Personal interviews with past and present employees of Woods' Christian Homes were also conducted.

The research data revealed that Woods' Christian Homes were founded in Central Alberta in 1915 by Reverend George Wood, a Presbyterian minister who emigrated to Canada in 1908 from Scotland.

Mrs. Wood was one of the first practical advocates of the 1934, "Declaration of Geneva", which was drafted by the "Save the Children International Union", as a demand for the Minimum Bill of Rights of which the children of the war-stricken nations had been deprived.

Dr. Charlotte Whitton as far back as 1947, criticized Woods' Christian Homes for not converting the home into a treatment centre for children with special problems. She condemned the large barrack-like annex for older boys as not recognizing their need for privacy to enable them to develop as individuals. By 1962, a major shift of the purpose for the "Homes" occurred when the "Homes" started to care for "disturbed" children only and left the welfare of "neglected" children to other agencies in the city.

Consequently, due to the overcrowding of Bowness Campus, in the spring of 1982 the Woods' Christian Homes Association opened its doors to a new Adolescent Care Centre which did and still does offer a full range of educational and treatment programs for the care of severely emotionally disturbed adolescents in Calgary.

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There were a number of librarians who aided the researcher in the various phases of this study to locate references for analysis. The work of these individuals whose identity was not recorded is also acknowledged. Also special thanks for the time and cooperation that the author received from employees and past employees of Woods' Christian Homes who agreed to be interviewed was indeed appreciated.

Grateful acknowledgement is extended to my aunt, Rubina Baker for her proofreading and for her constant encouragement during the preparation of the manuscript.

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CHAPTER I

THE PROBLEM

INTRODUCTION

Woods' Christian Homes were founded in Central Alberta in 1915 by Reverend George Wood, a Presbyterian Minister who emigrated to Canada in 1908 from Scotland. Initially at these Homes Reverend Wood and his wife Annie cared for orphan children. In 1926 Reverend Wood found that after moving the Homes a number of times, running short on funds to operate the Homes and contending with numerous related problems, it was imperative to find larger premises, in order to meet the needs of a growing number of children. In his search for new quarters Reverend Wood became aware that the Hextall Estate in Bowness, a suburb of Calgary, was available for a fraction of its original cost. This estate was eventually purchased for the sum of \$18,000.00 exclusive of interest. The main program of the Homes continued as an orphanage until the late 1960's. The program was expanded by adding three new cottages to the Bowness Campus and the facility began to take the shape of a Group Homes status.

Woods' Christian Homes closed its doors in August 1969 to re-evaluate its role in child-welfare work in the province. From that point in time the program evolved from that of an orphanage to that of a Group Homes Program under the aegis of Alberta Social Services and Community Health

and assumed a prominent role in the management of emotionally disturbed adolescents in the City of Calgary. As a consequence of its new role with this department the scope of the Homes changed from that of an orphanage to that of a facility for managing adolescents with emotional problems.

The Homes re-opened in December, 1970, when they began to offer adolescent and family-treatment programs which were based upon inexpensive therapies for emotionally disturbed children. Discussions took place with the Alberta Government for plans to expand this new program and culminated in 1982, when the Adolescent Care Centre began to function as an integral part of the programs offered at the Homes.

By 1987, Woods' Christian Homes offered a full range of facilities and programs for the care and treatment of severely emotionally disturbed adolescents. Depending on the frequency of referrals for different student-age groups, the programs that were offered were designed to provide differential care based on pre-latency, latency and adolescent needs. The aim of the treatment programs for these individuals was to restore these adolescents to a normalized community life as soon as possible. Length of care would vary in accordance to the severity of the need of the individual.

Since Woods' Christian Homes provide a unique service to its students, it became an integral part of the educational

system of the province. The evolution of Woods' Christian Homes has not been subjected to any detailed scholastic research. How the Homes evolved or the influence that the philosophy of Reverend George Wood and his wife, Annie had on the evolution of this facility has never been documented.

Purpose of the Study

The major purpose of this study was to describe the evolution of Woods' Christian Homes from an orphanage in 1915 to its status in 1988 as a multipurpose facility for the rehabilitation of emotionally disturbed children.

Supporting Objectives

The major purpose of the study had the following supporting objectives:

To identify the sociological influences which led to the establishment of Woods' Christian Homes, at Innisfail and later in Calgary, Alberta and to describe the family focus model that was in place in 1988 at Woods' Christian Homes.

To examine the scope of industrial education and how it was used as a treatment modality to meet the educational needs of the student from the establishment of the Adolescent Care Centre.

Limitations

The specificity of the study to describe the evolution

of the Woods' Christian Homes for adolescents placed a major limitation on the research. That limitation was that other similar programs in the province available for emotionally disturbed adolescents were not considered by the researcher, nor were they investigated.

Closely related to this limitation was that the researcher elected to describe one of the course offerings available to students at the Homes and trace its evolution over time as the Homes evolved. That course was "industrial education". Thus, the researcher avoided investigating how other educational offerings at the Homes were modified, changed, or completely abandoned over time. Following this process the second limitation was imposed on the study.

The study was also limited by the type, the variety, and the feasibility of primary resources and reference materials that were made available to the researcher. Use of the information provided in these references and how they were interpreted by the researcher placed an additional limitation on the study.

NEED FOR THE STUDY

Woods' Christian Homes have a history of operation in the province for over seventy-three years. Historical records of this Home and its evolution from an orphanage to a facility for adolescents who are emotionally disturbed have

not been systematically researched. These records have not been synthesized into a documented research project. These facts helped to establish a need for the study.

Another need for the study was to describe how the course in industrial education evolved over time and became part of the educational offerings at the Homes. Without these needs being fulfilled, this portion of the history of industrial education in the province will continue to remain a void for future researchers.

There are a number of educational researchers in the province who have written on the history of education of Alberta. Among these academic authors were: Ritchie, (1954) Smith, (1973) Clarke, (1982) Deleeuw, (1982) and Mathew, (1984). Smith, Clarke and Mathew were among the researchers who specifically directed their research efforts toward some phase of the history of industrial education in Alberta. These "writers" either by oversight or by design avoided writing about the role that Woods' Christian Homes had in the history of secondary education in Alberta. This helped to provide the researcher with an additional need as to why this study should be completed.

SIGNIFICANCE OF THE STUDY

The significance of this study is closely related to the need for the study. A major significance of the study was that information from the primary sources was amalgamated

into a single comprehensive volume. The content of this volume should be useful to other researchers who may have an interest in industrial education for the emotionally disturbed adolescent or how Woods' Christian Homes evolved.

OPERATIONAL DEFINITIONS

The following operational definitions were selected as being appropriate to this study and therefore apply only to this study.

Adolescent Care Centre

The Adolescent Care Centre is to provide a therapeutic milieu in a residential setting which would encourage the rehabilitation of the patient towards his/her integration into the community. The Adolescent Care Centre is seen as one part of a network of services that were directed towards meeting the needs of varying degrees of emotional disturbance in adolescents. (Woods' Handbook, 1987)

Industrial Education

In the Industrial Education Manual for Guidance - to Teachers, Counsellors and Administrators (1983), industrial education is defined as:

a program consisting of courses that provide a continuum of experiences, starting with exploratory experiences and activities in the elementary and junior high school, expanding in the high school to the development of skills in career fields, and

culminating in on-the-job experience. (p. 1)

The manual continues with a description of the two programs which are the major elements of industrial education. These elements are industrial arts and vocational education. Industrial arts at the junior high school level is referred to in the manual as Industrial Education, Junior High School Grades 7, 8 and 9. Industrial Arts at the Senior High School level is referred to as Industrial Education 10, 20 and 30. Vocational education at the High School level is designated as Industrial Education 12, 22 and 32, Grades 10, 11 and 12 respectively. Other programs of industrial education in the structure of education in the province include business education and work experience education.

That portion of the above definition which refers to Industrial Education, Junior High School Grades 7, 8 and 9 or Industrial Education 10, 20 and 30 was accepted for this study and will be used throughout this report because the research concentrates on that phase of education in the province.

Orphanage

An institution of home for orphans or parentless children. (Fowler, 1954, p. 839)

INSTRUMENTATION

A review of literature on instrument design was

conducted to identify the most appropriate type of instrument to collect data and information for this study. From that review the researcher decided that the major method that was used to collect data for analysis and synthesis was bibliographical. To support the findings an interview schedule should be developed, to structure the interview and record data for analysis. Other purposes of the literature review on instrument design were for the researcher to learn: how a research instrument should be organized; how to phrase a statement that expresses the intent of the question; sequence questions on the instrument so there is continuity; and structure questions so that questions are free of researcher bias. Another purpose of the literature review was for the researcher to learn the correct method of writing statements for an interview schedule.

The interview schedule was prepared in consultation with the supervisor for the study. The major purpose of this consultation was to provide the researcher with guidance and direction in the procedures to be followed to prepare a research instrument that was objective and free of researcher bias because the researcher worked at Woods' Christian Homes. Necessary additions or modifications were made on completion of the pilot study so that the statements were correctly sequenced and had both face and content validity.

Following this revision, the interview schedule was

reviewed by Dr. V. Nyberg, a specialist in instrument design from the Department of Educational Psychology, Faculty of Education, the University of Alberta and Dr. B. Nodrick, Department of Educational Psychology, Faculty of Education, the University of Calgary. Necessary changes recommended by these reviewers were made to the interview schedule before it was tested in the pilot study.

PILOT STUDY

The pilot study was conducted to pretest the interview schedule before it was used to collect data for analysis. The pilot study had the following purposes: (1) to determine if questions on the research instrument were easily understood; (2) to determine if statements on the interview schedule would yield data for analysis; (3) to determine if questions on the research instrument were properly sequenced; and (4) to determine the time that would be required for the researcher to complete an interview with those selected as participants.

PILOT STUDY POPULATION

The pilot study population consisted of four teachers and two childcare workers who taught at Woods' Christian Homes. Three of these teachers were academic teachers and the other teacher was an industrial arts specialist. These teachers taught at the junior high school level and the two

childcare workers taught living skills and recreation courses at junior high school level. All pilot study participants were chosen to be part of this phase of the research because of their familiarity with the Woods' Christian Homes programs and because they were readily available to the researcher. Pilot study participants were not included as members of the research population.

The participating teachers and childcare workers were requested to complete the research instrument as thoroughly as possible and to record the maximum amount of time that was needed to complete it.

Results of Pilot Study

Data generated from this stage of the research indicated that the mean time required by the pilot study participants to complete the instrument was thirty-five minutes.

After each participant completed the instrument each was asked to provide the researcher with comments and recommendations on the format and structure of the questionnaire. The following observations towards the questionnaire were made by those involved in the "pilot study".

1. the order and structure of the questions presented no ambiguity.
2. some of the questions were subject specific and could not be answered by the participants.

3. the amount of time needed to complete the instrument did not present any problem to the participants.

These results were discussed with the thesis supervisor who agreed that the instrument should be used to validate and support the research which was bibliographical.

INTERVIEWEES

From those who served in various capacities with Woods' Christian Homes since it became a facility for emotionally disturbed adolescents, ten individuals were chosen to be interviewed. This selection was made without prejudice and no selection criteria were established by the researcher for selecting these candidates.

Those interviewed included two former directors of the Homes. One Director was in office for a twenty-year period, between 1965 and 1985. A former principal who administered these Homes from 1975 and 1985 was also interviewed. Other interviewees included three child-care workers, a cleaning lady, with tenure of twenty years, and a maintenance man who also served as scout master for children of the Homes. The chairman of the board of the Homes as well as the past chairman were also interviewed.

These individuals were selected to be interviewed because they had been at the "Homes" during its various periods of evolution and they were readily available to

the researcher.

METHODOLOGY

The following methodology was used to collect data and information to assist the researcher to describe the evolution of Woods' Christian Homes.

The major method that was used to collect data for analysis and synthesis was bibliographical. To conduct this phase of the research, the researcher visited the following depositories where legal documents, minutes of meetings, reports of committees, annual reports, newsletters, journals and other publications were reviewed. These depositories included: libraries and the archival collection of the University of Alberta and the University of Calgary: the Glenbow Museum, the Central Office of the Calgary Public School Board and the Central Office of Alberta Social Services and Community Health. Pertinent reference material from the primary sources of the archival collections of each depository were retrieved, reviewed, and analysed. These materials were catalogued and synthesized as part of the final report of this study. In addition, back issues of the leading newspapers in the Province of Alberta where the Homes were located were reviewed for information considered relevant to the study. Such newspapers included: The Innisfail Province, The Olds Gazette, The Eye-Opener, The Morning Albertan and The Calgary Herald.

Under the direction of, and with the help of the supervisor, an interview schedule was developed. This schedule consisted of ten (10) open-ended questions which dealt with the evolution of Woods' Christian Homes. A copy of this instrument can be found in Appendix A page 113. Each question permitted the person being interviewed the privilege of providing an expanded answer to the question being asked. During each interview session the researcher requested permission of the interviewee to record the interview on magnetic tape so that none of the significant details of the interview were omitted. Each person who was interviewed was informed that the information that was tape-recorded would be erased using electronic technology. This was done to assure those interviewed that any information confidential or otherwise, provided to the researcher was for research purposes only. The procedures used in designing the interview schedule are fully described and detailed in a previous section headed "Instrumentation".

Information collected from the library research and the results of the interview were synthesized by the researcher in preparing the various chapters that comprise this report.

Organization of the Thesis

The content of this Thesis is organized following this pattern.

Chapter I contains the research design for the study.

Chapter II is a review of related research.

Chapter III is the evolution of Woods' Christian Homes from 1915 to 1974.

Chapter IV reports the historical development of Woods' Christian Homes from 1975 to 1988 and the programs offered.

Chapter V contains a summary of the research, observations and conclusions drawn from the findings of the study, and recommendations for further research.

CHAPTER II

REVIEW OF RELATED RESEARCH

Introduction

The previous chapter described the research design that was used to bring this study to its conclusion. That chapter included operational definitions for the terms that were used throughout this report, a description of the techniques that were used to collect data for analysis, and information that would be used in the preparation of the text for subsequent chapters of the thesis.

RELATED RESEARCH

A review of the indices that are used to report the findings of educational research shows that no research has been completed on the evolution of Woods' Christian Homes. However, that review helped to identify a number of historical studies of the three complementary programs of home economics, industrial arts and vocational education that were completed by Albertans as they fulfilled the requirements for a Master's degree. Among these researchers were: Ritchie (1954), Smith (1973), Clarke (1982), DeLeeuw (1982) and Mathew (1984).

Ritchie, (1954)

The topic of Ritchie's research was Some Historical Aspects in the Growth of Home Economics Education in the

Province of Alberta and was completed in 1954. This research is related to the present study because as a special subject in the secondary schools of the province its evolution closely parallels that of industrial arts.

The purpose of Ritchie's research was to trace the development and consider the significance of the changes in the home economics curriculum since its introduction into Alberta schools. (p. v) The thesis was centred mainly on the development of the curriculum in home economics and in the procedures that were employed by both Department of Education personnel and teachers to achieve its implementation. In addition this researcher discusses the manner in which the Department of Education solved some of the problems connected with the teaching of this special subject.

In tracing the origin of home economics instruction in Alberta the author found that the first curriculum for this subject area was strongly influenced by American examples. The first curriculum was put in place in 1905 and remained in effect until 1912.

Subsequent curriculum developments resulted in two revisions in elementary and secondary courses for home economics. The first occurred in 1936 and the other in 1953. The sweeping curriculum revision of 1936 covered education for grades I to XII and introduced the integrated method.

This methods was used for the entire home economics program, until 1953 when it was eliminated from the senior high school program in favour of one of specialization. However, the integrated homemaking technique is still the method employed at the junior high school level. The principles of activity education still remain.

The results of this research were important because they revealed that in recent years there has been a readiness on the part of curriculum planners and teachers to adopt newer and better methods of instruction in home economics as these methods show promise of being more efficient and sounder than those previously used.

Smith (1973)

This researcher who was a consultant with the Department of Education (Alberta) completed research that was directed at The Development of Industrial Arts Multiple Activity in Alberta. This study was conducted to provide an analysis of the evolution of industrial arts from the unit shop to the multiple activity organizational pattern as the learning environment.

Smith's study covered a ten year period from 1962 - 1972, when radical change took place in industrial arts. In addition to a drastic shift in both philosophy and methodology, there also was a name change from industrial arts to the Alberta Plan as well as the implementation of the

multiple activity laboratory setting where students learned about a number of tools, processes, materials and technologies found in a productive society. Smith reported that this Plan was first introduced as a teacher education preparation program at the University of Alberta under the direction of Dr. H.R. Ziel and it was for the preparation of industrial arts teachers. During the ten year period 1962 - 1972, new facilities were designed by the Department of Education, built and equipped by local school boards; as well, curriculum committees working in concert with personnel from the Department of Education designed new curricula and prepared curriculum guides to accommodate this new plan. Not every school board in the province was in favour of reorganizing its industrial arts facilities from unit shops to multiple activity laboratories because of the high capital expenditures required to make the conversion. When the 1970 - 1971 school year began, 86.9% of the industrial arts facilities in the province were classified as multiple activity laboratories by the Department of Education.

Smith concluded that industrial arts should remain an integral part of education in Alberta because it could have some vocational value and because industrial arts has a close relationship to general education. Other conclusions reached by Smith were: that the multiple activity laboratory of the Alberta Plan had been widely accepted by administrators,

teachers, students and their parents; and that the teacher education program at the university for the preparation of pre-service industrial arts teachers was more realistic for these individuals because they acquire their competencies in laboratories that are organized as multiple activity laboratories and not in a unit shop setting.

~~Clarke~~ (1982)

Clarke in fulfilling the requirements for the master's degree completed research on the History of Vocational Education in the Calgary Public School System 1900 - 1982. The major purpose of Clarke's research was to describe from an historical perspective the development and expansion of vocational education in the schools under the jurisdiction of the Calgary Public School Board. Chapter VI of Clarke's thesis provides an overview of industrial arts in the Calgary Public Schools. In that chapter he traces the history of this subject area from manual training through its various evolutionary stages to industrial education.

Of significance to the current study is the description that Clarke provides for the role of curriculum committees in developing senior high school curriculum guides that were used with the Alberta Plan.

Clarke also describes the relationship that industrial arts at the senior high school level has with vocational education under the rubric of industrial education. In so

doing he describes the numbering system that was developed by the Department of Education to distinguish between these two complementary courses. "Industrial arts" courses have the alpha-numeric designator of I.E. 10, 20, 30. I.E. = Industrial Education 10 = grade 10, 20 = grade 11, and 30 = grade 12. "Vocational Education" courses uses for course designation I.E. 12, 22 and 33, (I.E. = Industrial Education 12 = grade 10, 22 = grade 11, and 33 = grade 12).

DeLeeuw (1982)

This researcher conducted a study that described and analyzed the vocational, pre-vocational as well as industrial arts programs in both school, hospital and treatment centres throughout Canada for learners who were multiply physically disabled and where these individuals acquired their basic skills to function in a technological world. This title of this research was A Descriptive Analysis of Vocational, Pre-vocational and Industrial Arts Programs in Treatment Centres and Special Schools For The Physically Handicapped in Canada.

DeLeeuw's research has significance to the current study for these two reasons: (1) his description of the manner in which the Alberta Plan received its name, and (2) development of the "industrial arts" component of the industrial education model that was put-in-place by the Curriculum Branch of Alberta Education in 1968.

Mathew (1984)

Mathew's research traced the evolution of the industrial education concept in Alberta and described how industrial arts, vocational education, business education and work study experience were synthesized under the generic term industrial education. The target program of this research was industrial education at the secondary school level which is administered by local school boards. Post secondary "industrial education" programs were not part of this investigation.

The results of this research are closely related to the current study because Mathew traces the evolution of the industrial education concept from when it was first proposed to after it was implemented in the comprehensive high schools of the province. The implementation of that concept was not readily accepted by those responsible for the preparation of pre-service industrial arts or vocational education teachers. In tracing that evolution Mathew describes in detail the industrial arts program that was offered at both the junior and senior high school levels. The curricular content offered in these secondary schools provides the framework for the industrial education program that is offered at Woods' Christian Homes.

CHAPTER III
THE EVOLUTION OF WOODS'
CHRISTIAN HOMES 1915 - 1974

Introduction

This chapter is organized to show the foundation of Woods' Christian Homes and its early years of development. Also included in the content of this chapter is an historical overview of the early programs of relief in North America, education programs, provincial status and child welfare legislation that preceeded the formation of the "Homes".

Early Canadian Orphanages

Despite the fact that most early Canadian orphanages were founded in response to natural disasters the founding and management of these colonial institutions indicate inarticulated transformation. (Rothaman, 1980, p. 30) With few exceptions, these homes soon restricted their clientele to children, and occasionally to their mothers, and began to create a protective wall between their charges and the external world. Unlike the earlier orphanages that made no effort to protect or segregate the children, these orphanages were committed to protecting the children from the dangers of society generally, and from their families in particular. Such protection was only posible through segregation that strictly controlled the interaction between the children and

the outside world. By means of regulations regarding admissions and demissions, custody and wardship, and training and placing-out, the homes were able to create an insulated environment in which to rear their children.

Rothaman (1980), suggests as new children's homes incorporated the optimism regarding resocialization and a growing sentiment about dependent child life. These were accompanied by similarly transformed views on the sources and causes of poverty. Unlike earlier beliefs that poverty and the lower orders were providential mandates, promoters of orphanages began to recognize the social origins of unemployment distress while holding individuals at least partially responsible for the socio-economic misfortunes that befell them. A belief in the plasticity and potential of human nature simply underlined the failures of families and friends and the unsavory character of their class and neighbourhoods. To allow children, while in the orphanage to freely associate with their families, or at the age of demission, to return to their former circumstances, was to risk all the gains achieved by institutionalization. As the concept of "childhood" increasingly became part of middle class ideology in British North America, families failing to ensure the necessary protection, segregation, and dependence of their children were seen as unfit guardians. Despite paeans to the benefits of family life, the orphanage

promoters routinely disregarded the interests of parents who voluntarily placed their children in the homes as well as those who had abandoned or neglected them. (Rothaman, 1980, pp. 31-33)

Early Canadian training or industrial schools such as those established under the Ontario Industrial Schools Act of 1884 or those in Nova Scotia, under church auspices, where expressions of control on neglected children. The cost and perceived deficiencies of institutionalization of normal neglected and dependent children led to boarding-out and eventually foster care, institutional care remained standard treatment for delinquents. Eventually, new models of congregate care, for example, cottage systems, which were intended to eliminate the worst effects of institutionalization proved more costly than old institutional forms.

Nevertheless, similarities can be seen between the Ontario municipal structures, the NorthWest Territories and the Alberta parish system in that the basic responsibility to provide for its own was placed on a local unit of government. Centralizing administrative tendencies were apparent as early as 1905, when, in Calgary, for example, overseers of the poor were appointed to provide for persons "Who, from age or accident, maybe rendered helpless". (unpublished document) The overseers whose programs were publically supported through taxation, were required to make

regular reports to the courts on the state of their district.

Manual Training Plan During The Territorial Period

At the turn of the century Dr. James Robertson had an influence on Sir William MacDonald, tobacconist and philanthropist, to spend over 1.5 million dollars between 1900 and 1903 for the extension and promotion of manual training in the public schools of Canada. (Preitz, DeLeeuw & Yanitski, 1985, p. 2) The plan became known as the MacDonald Manual Training Plan.

In 1900, twenty-one centres were established from Prince Edward Island to British Columbia where the Plan was to be offered in the public schools. One of the sites selected in the NorthWest Territories was Nose Creek outside of Calgary. When the plan ended in 1905, educators with the Calgary Public School Board considered it a success and integrated it into the educational programs it offered. (Mathew, 1984, p. 63) This acceptance helped to prepare the way for the introduction of manual training into the secondary schools of the newly formed Province of Alberta. The learning activities used with manual training in the lower grades of the public schools included: construction work with paper; clay modeling; basketry and mat weaving. In grades VII, VIII and IX shopwork was used. (Fife, Annual Report Department of Education, 1913, p. 72)

According to Reid, (1902) Dr. Goggin did not consider

manual training as another subject but rather as an added mode of study. It was only an attempt to help students convert thought into action since "action tests and clarifies thinking". Manual training would not take the place of reading, writing or arithmetic. "Its greatest value lay in the correlation of the physical, the manual and the intellectual". (Annual Report Department of Education, p. 18)

With these concepts in mind Dr. Goggin in 1902 revised the program of studies for the NorthWest Territories following closely the one which was in use in Ontario at that time. His comment on the course was to the effect that it had been framed to meet actual rather than ideal needs of the learner. (Aylesworth, 1936, pp. 17-18)

Achieving Provincial Status

The achievement of provincial status for Alberta culminated in 1905 after a lone struggle with the federal authorities for that status. All of the provisions of law which were in effect during the territorial period prior to 1905 continued until they were either amended or rescinded by provincial legislators. (Krewski, 1979, p. 3)

When the Province of Alberta was organized in 1905, the Department of Education adopted the program of studies in use by the NorthWest Territories. In this first major revision of the Alberta course of studies in 1912 a system of twelve

grades was introduced and provision made for the teaching of such "special subjects" as art, manual training, household economics and health. (Annual Report Department of Education, McNally, 1939, p. 7)

The Edmonton Public School Board in 1908, introduced manual training into its schools and used woodworking and blacksmithing as learning activities. The Course of Studies for the Public Schools in 1912 listed Manual Training and Household Science and Arts for grades one to eight.

Although there were no major cities in Alberta urbanization began to evolve, the population which had increased from 75,022 in 1901 to 374,295 by 1911. Calgary's population of 43,704 and a population of approximately 30,000 in Edmonton in 1911 provided the genesis for urbanization in the province. (MacGregor, 1975, p. 52). As urbanization continued to grow the principal means of caring for children involved a system which placed them out for board or wages. That system was a form of indenture, which specified the schooling, wages and conditions governing the arrangement between a child and his employer. (Thomas, 1975, pp. 164-166)

The Attorney General of Alberta was given the responsibility for matters concerning children and juveniles. The first item of legislation that was enacted in 1908 was directed at establishing an industrial school for boys.

(Alberta Statutes, 1908, ch. 11) The institution was called a "reformatory prison" and its objectives were custody and detention of juveniles for their education, industrial training and "moral reclamation". (Krewski, 1979, p. 10) According to Thomas (1975), any boy aged ten to thirteen could be confined for five years and boys over twelve could be apprenticed or "bound out", in other words for board and wages for the same length of time.

Resistance by the various communities in the province to the placement of juveniles in adult prisons and the increasing concern from the populace about the need to protect these young adults who did not commit a crime from incarceration led the federal government in 1908 to enact the Juvenile Delinquents Act. (Canada Statutes, 1908, ch. 40) Procedures for the provinces to handle juvenile under the age of sixteen were outlined when the Juvenile Delinquents Act was proclaimed. The Act stressed that children should be cared for and disciplined as they would be by their parents and that they be treated as misdirected and misguided children rather than as criminals. The Alberta government followed the example of the federal government when the Juvenile Delinquents Act was legislated.

Children's Protection Act of 1909

The Children's Protection Act of 1909. This Act established precedent when it moved away from indenture of

orphaned children to their socialization. The Act defined the circumstances which constituted neglect and established the age of a child as under sixteen years (which was later amended to seventeen in 1910 and eighteen years in 1916). Another provision of the Act was the appointment of Superintendent of Neglected and Dependent Children. The Act also states that: Children's Aid Societies could be organized; children's shelters could be built; rules for children being in public at night were outlined; and penalties for mistreating children were noted. The Act stated that municipalities could be ordered to pay maintenance for children and that the local Government units in turn, could seek reimbursement from the parents. Under this Act, Commissioners, with the powers of a police magistrate, could be appointed to hear complaints. The Act was amended in 1910. The Amendment forbade the employment of children under fifteen between ten o'clock in the evening and six o'clock in the morning. (Krewski, 1979, p. 11)

Juvenile Court Act

Provincial legislators, used federal legislation as a model, enacted the Juvenile Court Act of 1913. (Alberta Statutes, 1909, ch. 40) This Act permitted the establishment of a juvenile court in every village with more than five hundred people and the appointment of commissioners under the Children's Protection Act. A year after this Act became law,

seventy-three commissioners of youth had been appointed throughout the province.

During these years the problem of dependent and of delinquent children were considered by many throughout the province as being closely related. Mr. R.B. Chadwick, the first Superintendent of Neglected and Dependent Children, in his first annual report, implied that, "a relationship existed between bad homes and bad habits and delinquency" (Alberta Statutes, 1917, ch. 30). He, like many others of this time, began to recognize the harmful effects which social conditions had on children. That point of view was reflected by provincial legislators in other legislation which was enacted. For example, the Factory Act of 1917, prohibited the employment of children under the age of fifteen in a factory and the employment of women between eleven o'clock in the evening and seven o'clock in the morning. (Alberta Statutes, 1917, ch. 30)

Concerns about children were extended beyond the provisions outlined in the Children's Protection Act and the Juvenile Court Act. An Act Respecting Infants received Royal Assent in the fall of 1913. This Act established procedures for orders regarding custody, access and maintenance of neglected children and outlined processes for adoption.

The Quarry Mission

The foundation of Woods' Christian Homes was the Quarry

Mission village at Bridge of Weir in Scotland which was founded by William Quarrier. One of the supervisors of a boy's dormitory at Quarriers' Orphan Home at Bridge of Weir was George Wood. It is possible that this is where the seeds of compassion for homeless, helpless and harried children became instilled in George Wood. In the early 1900's under the auspices of the Presbyterian Church, he emigrated to Canada eventually and became founder of Woods' Christian Homes in Alberta.

After a brief stay in Ontario, Reverend Wood with his young wife, Ann, (nee Gilchrist) and his infant daughter, Annie, moved west, settling in Melfort a small town in Saskatchewan. It was here that tragedy struck the family. While the Reverend Wood was out ministering to some elderly people in the farming community, Mrs. Wood was lighting her coal oil (kerosene) lamps in the dusk of evening. Unknown to her, the careless village grocer sold her gasoline instead of coal oil for her lamps. When she set a match to the wick, there was an explosion and fire which killed her. Three year old Annie, was rescued from the burning house by a passing farmer. George Wood, devastated by his loss and suffering extreme mental anguish, begged the church hierarchy for a transfer that would take him away from the scene of his wife's death and his agonizing memories. In the late summer of 1915, he was granted a transfer to Innisfail, Alberta. In

this small farming community, Reverend Wood and his daughter Annie moved into a small house near the old Innisfail Canadian Pacific Railway station. In Innisfail he took up his assignment as minister of a new congregation. George's recently widowed mother arrived from Paisly, Scotland, to keep house for her son and motherless grandchild.

(unpublished document)

The onset of the First World War saw Canada's young men go overseas to fight for King and Country which also precipitated the formation of the Woods' Christian Homes. The Homes were founded when a Mr. Porter, a young Army draftee home on leave prior to embarkation when his wife died from pneumonia. The soldier due to ship out, found himself a widower with three children. In his hour of desperation, took the children to Reverend Wood who agreed to take the children under his roof and his care. The Porter children were to be the first of many to come under the sheltering, ever-expanding umbrella of loving and caring proffered by Reverend Wood and members of his family. In the months following, Reverend Wood found himself inundated with requests to care for more children. All were accommodated even though space and help were scarce. Granny Wood assumed the responsibilities of cooking, sewing, cleaning and generally attempting to her charges, but soon the number of children exceeded her stamina and determined efforts. George

Wood then realized that he would have to give up his ministry in order to devote all his time to the needs of his ever-growing "Family". To do so he moved them into the old abandoned Innisfail Hospital in order to accommodate their expanding numbers. George knew to continue to operate the Home he would require permanent help and continual financing, it he were to provide and properly care for the children.

In the meantime, Miss Annie Jarvie, a social worker in her native Scotland, and a visitor in the area on holiday was enthralled by George Wood's stories of his pride, the "Family", and his predicament in trying to provide proper care for the children. It was obvious, too, to all, that Miss Jarvie and George Wood were enjoying each other's company as they renewed acquaintance. Miss Jarvie was very sympathetic to George's efforts to establish and maintain the home for unfortunate children in central Alberta. Her attitude must have made quite an impression on George. Annie, however, her holiday over, had to return to Scotland. While she was aboard the train for Halifax, a departure point for Britain, she received a telegraph from George Wood and in it, a proposal of marriage. Annie Jarvie, petite, fair and charming, returned immediately to Innisfail where she became the wife of the smiling, curly-haired and moustachioed Reverend George Wood. Mrs. Annie Wood was a concerned, spunky little lady who eventually became known as the "Mother" of

the children in the "Homes". Today, (1988) former residents still refer to this remarkable woman as "Mother Wood".

Mrs. Annie Wood was given no time to adjust to marriage and her new life; she was almost overwhelmed by the numerous children of various ages and the resulting responsibilities not only of performing the basic household tasks, but also trying to cope with everything from the needs of babies to the high-spirited, sometimes irrational behaviours of teenagers. There were myriad little problems, such as not knowing how to sew rather important little openings in boys' pyjamas, which Annie soon learned with the help of Mrs. Varty, a professional seamstress. Annie Wood was beginning to realize the enormity of her new role in life which would involve both minute and gigantic responsibilities.

Meanwhile, George Wood was beset by administrative problems. Having given up his pastorate, he was without income. When asked how he planned to provide for his "Family", he answered fervently and with faith; "The Guid Lord will shairly provide!" Other problems that beset George Wood were related to the ever-increasing number of children, in the Homes. Three moves in a very short period of time, and larger places to be found to house these children. In April, 1918, Reverend Wood secured thirty acres of land in Olds from the Calgary and Edmonton Land Company. (unpublished document)

With the help of the children, Reverend Wood began the work of clearing the land and building new residences, as well as planting a large garden of potatoes and other vegetables. In the Fall of 1918, one of the cottages was ready, and bit by bit other cottages were completed. The conveniences of the "Homes" were not the most modern. Water had to be carried, and the weekly Friday-night bath was a strenuous session for all concerned. During the weekends Mrs. Wood was given the entire responsibility for the children. Reverend Wood often went a considerable distance to preach and to make an appeal for funds. (unpublished document) Although the children at Woods' had the majority of their physical needs cared for there is no record as to the type of education they received. It is possible that these children were transported to Olds for part of their education because Innisfail did not have a school in the first two decades of the twentieth century.

For the better part of the time at Olds these two people had little or no help, and were without any extensive organization behind them. Funds often ran very low. In 1921, a Financial Campaign Company offered to organize a fund-drive to raise a large sum of money and put the project on a sound financial footing. Financial depression and bad crops made it impossible for the company to make a success of the appeal and it was forced to give it up. When the

campaign started, Reverend Wood formed a Board of Trustees by inviting a number of men and women who were interested in the Homes. When the Board of Trustees was formed Reverend Wood signed over all the property to the Board to hold and operate the "Homes". The Homes were incorporated under provincial guidelines. Reverend Wood also called in a few more well-known men to form an Advisory Board. With the failure of the fund raising campaign, the Board of Trustees became lukewarm and somewhat discouraged to continue. After the death of some prominent members Reverend and Mrs. Wood were left to carry on. In the Fall of 1925, a special appeal for funds was made throughout the Province. Financial help came from a large number of small contributors, in addition many clubs, societies and aids began the practice of sending donations which continued for many years. (unpublished document)

The Move of Calgary

By 1926 Reverend Wood felt it imperative to have larger premises, and, hearing that the Hextall Estate in Bowness (a suburb west of Calgary) was available for a fraction of its original cost, went down to inspect this piece of property. The home on the estate had been built in 1912 at a cost of \$65,000.00. After negotiations, the property was secured for \$18,000.00 without interest, largely through putting up Reverend's Wood's insurance policy for the debt. (Woods' Christian Homes Annual Report, 1925)

The children, numbering thirty-two, in November 1926, were then transferred to Bowness from Olds. It took some time for the community of Bowness to realize what was occurring. However, around November of 1927, a certain organization in the City had the needs of the "Homes" brought to its attention and within a short time collected \$2,000.00 which was given to the Homes. That donation marked the turning point in the history of Woods' Christian Homes: the beginning of a period of interest in its affairs that finally cleared off all indebtedness, put the property in first-class shape, and allowed the construction of a boys' dormitory in 1930. (Woods' Christian Homes Annual Report, 1930)

Reverend Wood, in the meantime, invited a few Calgary citizens in an effort to reorganize the Board of Trustees. In October, 1928, a fund raising campaign was conducted which raised over \$12,000.00. Then, just when it seemed that the difficult days were over, the "Homes" suffered the loss of Reverend Wood, who died after a short illness on November 27, 1928. Years of unceasing strain and anxiety that he had encountered had taken their toll. Mrs. Wood determined that the Homes must continue to function, and under the direction of the Board of Trustees and with support from interested friends, continued to operate the Homes. Several practices were established when Mrs. Wood assumed control, some of these practices continued for many years. (Woods' Christian

Homes Annual Report, 1928)

The income of the "Homes" was derived from a number of sources which included: the annual tag day and canvass; contributions for children's support made by guardians; and voluntary contributions received from time to time from the general public and a number of organizations. Moreover, anxious to establish the young people permanently in foster homes, the Board formed a committee that would be constantly on the alert for good foster homes for the children. Medical doctors from Calgary offered their services to the "Homes" at no charge. Fully qualified teachers were hired to be in charge of the public school classes; (grades 1 to 8) manual training for the boys and domestic science for the girls were instituted. The main areas of the instructional program for manual training include: industrial studies (various type of woods, types of finishes) mechanical drawing (pencil drawings of surfaces, oblique projections and simple orthographic projection) cardboard construction (mounts for pictures, various shapes, bookbinding) and metalwork (ash tray, pen tray, name plates). Various youth groups such as scouts, guides and Canadian Girls in Training became part of the Homes to engage the interest of the children. Sunday School classes were conducted to minister to the children's spiritual needs and for a number of years, youngsters were given musical training. Other common features of life at the "Homes"

included entertainment programs planned by various organizations from Calgary. These programs were well received and many became traditions at the Homes. A publicity committee arranged to have the local and regional papers prepare an advertisement for the annual financial campaign. The co-operation that the Home received with this venture was always good. In the last half of the 1920's the number of staff was small which included Mrs. Wood as the matron and Mr. David B. Robertson as Business Manager. The Board of Trustees was headed by Mr. W. Snaddon. Later, as the number of children in the homes increased additional service personnel such as houseparents and cooks were hired. (Woods' Christian Homes Annual Report, 1929)

"Kindness Reigns in Cherry Hostel at Bowness Park", was how The Calgary Herald (May 1, 1937) described the observation made by the casual visitor to the Woods' Christian Homes. That observation helped to negate the preconceived idea one had of such an institution. Since its founding in 1915 at Innisfail, and later re-established at Bowness Park in 1926, the Homes have lodged, fed, clothed and educated more than 1,000 boys and girls. There never had been much money but "Mother Wood", the Board of Directors and Manager D.B. Robertson learned by the trial and error method how to feed and clothe their charges for fifty-three cents per day per child. The children were given the best of food,

and plenty of it. It did not vary greatly; it is true, but what was served was of strictly first quality - the best,

There was a good deal of "plain living and high thinking: in the Woods' Homes, but everyone seemed to thrive on it. There were no regimented ranks of "orphans", no stern supervisor of frightening mien, and no rules so inflexible that it could not be amended to meet the needs of the individual child. It was significant of the atmosphere of the place that every child in it called Mrs. Wood, "mother", and did so with evident affection. Out of school hours the youngsters romped, and if they got into trouble they ran to "Mother" with their small tales of woe.

Not all the children who were admitted to the "Homes" were well-behaved and well-mannered. Some of them were not even normally intelligent. Some of them were orphans, neglected, pitiful little objects before their "rescue"; some of them were the children of what Mr. Robertson called "disrupted families" - the families split by divorce, by the death of one parent, or the disappearance of a lawful guardian. There were stories, too, of the cruel stepmother of fiction, grimly real to the children foisted upon her by their father's second marriage, and other tales of mothers who cared less than nothing for the well-being of the babies they had borne. (Woods' Christian Homes Annual Report, 1930)

There were other children, to be sure, whose guardians

had been unable to care for them for quite legitimate reasons, such as ill health or the inability to find a job. These were accepted on the same basis as that of the waifs and strays, except that in a number of instances their guardians made a small payment for their maintenance. But no matter where they came from, or how dissimilar might have been their backgrounds, the youngsters soon settled down in their new environment and with fear and discord removed from their lives, became happy contented members of their small community. "It is surprising how adaptable they are", Mrs. Wood commented, "and how soon good food, regular hours, companionship, and above all, affectionate guidance and understanding, change them into lovable, well-conducted members of our family". (unpublished document)

It should be of interest, particularly to teachers, to learn that several children who registered a discouragingly low "I.Q." when admitted showed an improvement of 50% or more after a year's stay at the "Homes". (Woods' Christian Homes Annual Report, 1931)

Life in the Woods' Homes followed much the same lines as those one would expect to find in a good boarding school, with the difference that both boys and girls were included among "the boarders". The rising bell went at seven, and dressing finished, beds were turned to air while the children trooped down to the sunny dining-room for 7:30 a.m.

breakfast. Afterwards, everybody made beds, the older ones helping the younger ones "to tuck in the corners". The floors were polished, and furniture dusted, the boys keeping their big dormitories ship-shape, and girls performing the same service for their bedrooms, with their frilly curtains and gay bedspreads. (unpublished document)

The "wash-bell" rang at 8:45 a.m. classes followed. The subjects taught consisted of: arithmetic, social studies, science, health, penmanship, reading, literature, composition home economics and manual training. (It is not known whether or not these subjects were taught by certified teachers.) "Recess" was at 10:30 a.m. when the children were turned out to romp in the playgrounds until 10:45 a.m. Back in class again where they studied until noon. Dinner was at 12:15 noon, when that was finished the children played till 1:30 p.m., when school resumed. Then came "recess", and more school until four o'clock. Classrooms were aired and swept by the seniors, and then "all out to play" until five o'clock supper which was followed by brief family worship. More dishwashing, more play, and then the younger children were put to bed, with lights out at eight o'clock. The older children were allowed to keep lights on until nine o'clock. (unpublished document)

There were special treats to break the routine: a gala picnic in the summertime; trips to see a movie as guests of

the management or a kindly organization; a carefree day in Bowness Park with as much ice-cream as they could eat and free rides on the merry-go-round; and sometimes a concert. These were red letter events, the children practised for the musical festival each year and had always acquitted themselves creditably in its various classes.

On Sunday, the curriculum gave way to religious instruction and Sunday School, led for eleven years by Mr. Bartle, who, in that time, had been absent from his post only half a dozen Sundays. There was thus plenty of time for healthy recreation, reading and the pursuit of such avocations as the child might prefer. Most of them enjoyed getting into Sunday clothes. (unpublished document)

Incidentally, there were no "uniforms" at the "Woods' Homes" and while the garments the children wore were plain, they were of good material and cut. (Woods' Christian Homes Annual Report, 1932)

The youngsters had plenty of interests outside the classroom. To begin with, they had a twenty-three acre treed estate to roam in, and a brand new playing field just outside the entrance gates with a baseball diamond, rugby field and basketball court. Almost immediately in front of the specious Tudor residence where they lived was the tennis court and a skating rink. There was a playground with modern equipment to the rear and beyond, the garden plots which the

children tended faithfully throughout the summer. Near the dormitory block stood the "hobbyshop" where Scouts and budding carpenters pursued their avocations. There was a bright sewing-room for the girls, who learned to cook in the kitchen under competent supervision. Most of the youngsters had lived in the "Homes" anywhere from three to six years, and to most of them it was just that - a home.

Mr. Robertson explained the Homes successes quite simply: we take these children out of the gang and put them in the group, he says, and then we sit back and watch results. As a rule, they are just what we desired. (Woods' Christian Homes Annual Report, 1933)

A cardinal principle of the administration of the Homes was that every effort be made to keep families together until such time as the brothers and sisters were able to fend for themselves, or their lawful guardians could once more assume responsibility for them. At one time there were in residence five brothers and sisters of one family. Another family consisted of four boys from "a disrupted home" in which they were raised in an atmosphere conducive to producing first-class criminals. (Woods' Christian Homes Annual Report, 1933)

In considering one facet of the Woods' philosophy of dealing with children, Hoyt states Mrs. Wood did not realize then that she was one of the first practical advocates of

that great "Declaration of Geneva", which was drafted by the "Save the Children International Union", as a demand for the Minimum Bill of Rights of which the children of the war-stricken nations had been deprived.

This minimum "Bill of Rights" for war-stricken childhood embodies the very least owned by civilization to all children, and its interesting clauses have been accepted by men and women of all nations, recognizing, that mankind owes to the child the best that it has to give as their duty, beyond all considerations of race, nationality or creed. (Calgary Herald, May 4, 1934, p. 4)

The following from the "Children's Charter" spell out what Woods' practised in their "Homes":

1. The child must be given the means requisite for its normal development, both materially and spiritually.
2. The child that is hungry must be fed; the child that is sick must be nursed, the child that is backward must be helped, the delinquent child must be reclaimed; the orphan and waif must be sheltered and succored.
3. The child must be the first to receive relief in times of distress.
4. The child must be put in a position to earn a livelihood and must be protected against any kind of exploitation.
5. The child must be brought up in the consciousness that its talents must be devoted to the service of its fellow men. (Calgary Herald, May 4, 1934, p. 4)

Seeing the great need of so many of Alberta's children during wartime, was that determined personnel of the Woods' Homes to devote their lives to the service of providing a home for between fifty and sixty homeless children.

Depression Years

It is little wonder that William Aberhart's cry of getting money circulating again was what was needed to cure Alberta's economic ills. Aberhart's promise of twenty-five dollars a month for every Albertan went right to the hearts of a cashless population. Popular support for Aberhart and his political party annihilated the United Farmers of Alberta as a political party in 1935. When the Social Credit government took office a new era began in Alberta.

Ironically Aberhart's promise of twenty-five dollars a month did not need to be fulfilled. When Canada became involved in World War II in 1939, Alberta's youth, joined the Canadian Forces when they volunteered to serve their country. This was the first time that many of these young people had money in their pockets.

In retrospect, it would appear that children at Woods' Christian Homes fared better than did their average Albertan youngsters. The former were well fed, clothed and housed. Children of the unemployed worker's and the homesteader's were not. For example, many youth in the province were glad to work long hours on a farm for just for bed and board; many of the girls, in order to get a higher education, worked for her board as a drudge in the home of a householder needing cheap help. These children had to fend for themselves. Older children in Woods' Christian Homes, on the other hand,

were not only taken under the wings of outside agencies for vocation training opportunities, they were also helped to find positions to earn a living.

However, during the Depression, 1929-1939, the universal condition of financial stringency that was prevalent throughout the world was reflected in the operations of the "Homes" when financial commitments were difficult to meet. Although the number of children being cared for hovered around one hundred, the annual tag days, the garden parties, the donations from groups and individuals, and the grants for government wards were barely sufficient to keep the Homes operating. But the personnel kept it going with annual budgets of between \$16,000.00 to \$18,000.00, or a daily cost per child of about sixty cents. In 1938 an addition was made to the boys' dormitory which increased the washing and toilet accommodation and added a study room to each of the two floors occupied by the senior boys. (Woods' Christian Homes Annual Report, 1938)

On November 4, 1939, Mrs. Wood passed away after a number of years of poor health, thus a link with the beginnings of the "Homes" was broken. Her successor was Mrs. Agnes Longair. As a result of World War II many of the workers and the volunteers left the institution which resulted in many of the programs being cut back or curtailed. A significant development occurred in the Fall of 1940 when

"Woods' Homes" and other social services agencies in the Calgary area, through the Calgary Council of Social Agencies, joined to form the Calgary Community Chest. The response of the public was to fully endorse this plan of fund raising for special services. When the Homes became part of the community chest it discontinued its annual financial campaign. Because of this cancellation the Homes were allotted \$7,000.00 by the Calgary Community Chest. In 1942 the grant from the Community Chest was lowered to \$3,500.00 where it remained for a number of years. (Woods' Christian Homes Annual Report, 1942)

Nevertheless, various developments of the war years indicated the internal progress of the "Homes". In 1942, this first school paper, the Wo-Ho was printed by the pupils at various intervals throughout the year. The children also collected a truck load of rubber, iron, aluminum, glass and other scrap for a salvage drive. It was also found necessary to build a new root house for donations of vegetables, as the old one of log construction was damaged beyond repair due to severe weather conditions. Various groups in the city also began to sponsor children at summer camps, a feature the "Homes" carried on until recent times (1982).

In addition to providing for the physical needs of the children the Homes continued to provide for their basic It was not until 1950 that the Woods' Christian Homes became

an integral part of the Bowness Public School Board which assumed all responsibility for the education of the children.

Dr. Whitton's Criticisms

In 1943, criticism of the administration of child welfare programs led to a public inquiry. Subsequent amendments to the Child Welfare Act in the following year established the Child Welfare Commission. G. Blaine, Superintendent of Dependent Children was to sit on this commission. These changes, however, did little to decrease the mounting pressures regarding the administration of child welfare. A "Commission of Inquiry to investigate charges and reports relating to the Child Welfare Branch of the Department of Public Welfare" was appointed in July, 1947. The Royal Commission was chaired by W.R. Howson, Chief Justice of the Trial Division of the Supreme Court of Alberta. The report of the Royal Commission was tabled in the Legislative Assembly on February 18, 1949. (Krewski, 1979, p. 33) Before the Commission completed its inquiry in 1948 the Imperial Order, Daughters of the Empire, published a report. This report was prepared by Dr. Charlotte Whitton, and outlined a wide range of criticisms of the Department of Public Welfare with respect to child welfare programs.

Dr. Charlotte Whitton's survey indicated criticisms of institutionalized child care were almost identical to those

of New Brunswick. This report condemned the large barracks-like annex for older boys attached to the original building of the Woods' Christian Homes as recognizing the boys need for privacy or the development of individuality. The report did concede, however, that despite its 90 to 100 inmates the Woods' institution had a "natural and homelike" atmosphere that emphasized a family setting. A strong recommendation was made in the report, that the public schools should be used, not only to save money by educating the children at public expense, but to encourage the children to mix more naturally in the community. (Survey of Private Community Welfare Service, City of Calgary, 1944, pp. 111-112)

The criticisms of the Catholic Lacombe Home were more candid and pointed. In this Home nuns not only sheltered 110 children, but also 50 aged or handicapped adults with little distinction between the care required of children and that of handicapped adults. Children in this Home were institutionalized for long periods. Despite the "serenity, orderliness and quiet evidence of discipline" at the Lacombe Home, this was in marked contrast to children of Woods' who were "easy going, natural relationships". The report found no evidence of artificial restraint or repression at Woods' Christian Homes. The Salvation Army's William Booth Memorial Home which housed between 100 and 110 children was praised on one hand for allowing its children to attend public schools, and

admonished on the other when it was noted that the small "clustered" and "swarmed" around visitors. This was interpreted to mean that these children craved attention. The report suggests that there was some "underlying deficiency in the program developed for preschool children". (Survey of Private Community Welfare Service, City of Calgary, 1944, pp. 111-112)

All three Homes were criticized in the report for retaining their status as child caring institutions; not converting their facilities into treatment centres for children with special problems; and for not adequately preparing their children for life external to the institution. The survey team found that: records were inadequate; no coordination existed between the three institutions or any other welfare agencies in the city; supervision, placement, and follow-up procedures were deficient; nutrition poor; and other girls continued to be engaged in domestic duties. Moreover the Family Welfare Bureau of Calgary, consisted of unqualified staff, had no skilled case workers, "capable of diagnosing intimate family problems, bringing the family along through its own process and initiative as a self evolved solution of the problem". (Whitton, 1944, p. 4)

In 1946, the Independent Order, Daughters of the Empire Provincial President, Mrs. R.C. Marshall of the Edmonton Chapter, asked Dr. Charlotte Whitton, aided by a hand-picked

advisory team, to conduct a study of child welfare in Alberta. By January 1947, when the four month survey commenced, Whitton already had a certain degree of insight into the complaints of non-government child serving and social agencies. Indeed, within a few days after commencing "field work", Whitton felt sufficiently informed to address the Edmonton Council Conference in an attempt to establish a favourable climate of opinion (The Alberta School Trustee, 1947, pp. 23-26)

Originally, Whitton had hoped that her survey would be under the auspices of the Social Credit government. Such support would have insured both the requisite cooperation across the province and access to government records. Interviews as early as 1945 with Premier Manning and the Minister of Welfare, Dr. W.W. Cross, had come to nought and they did not agree to assist her project when she interviewed them again in 1947; however, with or without government support, Whitton was determined to expose child welfare conditions and facilitate major reforms in the province (Premiers' paper, 1945, file 1378).

Woods' Christian Homes in the 1950's

In 1950 the Woods' Christian Homes school was amalgamated with the Bowness School District and began functioning as part of that district. With the amalgamation, educators of the children became the responsibility of the

school board. That year, as well, it was announced that for sometime the trustees had considered the erection of a school building and recreational hall outside the regular "Homes" buildings. Plans for these facilities had been prepared and that tenders called for. (Woods' Christian Homes Annual Report, 1950)

The next few years saw, again, a considerable number of changes in personnel at the Homes. Early in October 1952, Mrs. Margaret Ferguson was retained as matron and Mr. William Snaddon retired as Chairman of the Board after many years of service. Mr. A.J. Bartle, who for over a quarter of a century was the Sunday School Superintendent, died in 1953. Mr. David Robertson retired in 1954 after being with the Homes for twenty-six years. Mr. and Mrs. Arthur Jeal joined the staff, as manager and Mrs. Jeal as matron respectively. (Woods' Christian Homes Annual Report, 1951-1954)

In 1955 an overall plan for expansion and modernization of the facilities was adopted. A new boiler and laundry building was begun and with the increasing problem of accommodation; cottage units to hold twenty-four children each, together with two staff members were designed. In 1956, a new manager's residence was completed and one of the newly designed cottage units was completed by January 1958. The following year an announcement was made that the construction program would be interrupted by the decision of

the Board of Trustees to investigate thoroughly new trends in child welfare. A committee was appointed under the direction of Mr. Bill Snaddon to investigate these trends as they applied to the "Homes". As a result, the Board first decided to proceed with remodelling the dining room, and building a new kitchen. This committee also continued to investigate trends in child welfare and make suggestions for updating both the program and the facilities. (Woods' Christian Homes Annual Report, 1955-1958)

Matron Jeal resigned in 1957 and was succeeded by Mrs. Birch. The fiscal year of 1956 was the first year in which the Homes experienced a deficit that being over \$12,000.00. In 1957 the deficit was increased to \$15,000.00. This increase in the deficit were due to the cost of small furnishings and interest paid on a bank loan obtained to finance the cost of the new cottage unit. Notwithstanding, various other small rooms were finished in 1958. In 1959, the deficit was cut in half to \$7,500.00. The administrative structure of the Homes changed, Mr. Jeal's assumed the new office of superintendent and Mr. Baker became the Business Manager. (Woods' Christian Homes Annual Report, 1958-1959)

The Transition

A Social Work Department was established in 1961 in order to have the staff consider the individual problems of each child. Over the years from 1953, the average number of

children in the "Homes" had been between ninety to one hundred. By 1965 enrolment dropped to about sixty children. In 1962, a major shift of purpose for the "Homes" occurred when the "Homes" started to care for "disturbed" children only, and left the welfare of "neglected" children to other agencies. (unpublished document)

In other words, 1962 was the year which had the greatest impact for change for the philosophy and the operation of the "Homes". With the completion of the three cottages, the large "Family" concept with which had been the guiding principle of the Homes disappeared. Two of the cottages were funded in part by the Francis F. Reeve Foundation and also by the Woods' Foundation. The third cottage was funded by the provincial government and the United Fund of Calgary. The funding obtained helped to keep the deficit to a minimum. (Woods' Christian Homes Annual Report, 1966)

Most of the children who entered the Homes were usually emotionally disturbed and were wards of the provincial government. This new type of client for the Homes influenced the professional genre of the staff when a treatment director, two therapists, a nurse, a consulting psychiatrist, an a consultant treatment director were employed. (Woods' Christian Homes Annual Report, (1966)

In 1960 The Calgary Public School Board and The Bowness School Board became one and all properties and responsibility

for education of children of Bowness were transferred to The Calgary School Board. From 1960 to 1966 there was a hiatus into the status of the Homes. During this time the children of the Homes were sent to other agencies. When the Homes reopened in 1969 a shift in mandate took place from that of an orphanage to that of a treatment centre for emotionally disturbed adolescents. In his Annual Report to the board, Mr. G.W. Foster stated:

1966 has been a year of change in the long life of Woods' Christian Homes. Though we have continually improved the care we have given our children, we have not been satisfied. Our Homes was of the institutional type. The children lived in one (two) big groups and though all their wants were cared for, we wanted a more homey atmosphere such as exists in our modern homes.

Our children now live in family groups. Each family contains boys and girls varying in ages as in any normal family, and each has its own father and mother. Mother stays home to look after the children and the home, father goes out to work each day. Our children have their little chores to do, their time and opportunity to play, read and to study. This is the normal Canadian home. (Woods' Christian Homes Annual Report, 1967)

Arthur Jeal, Home Superintendent, reported a noticeable change in many of the children since the new family concept was introduced with the new cottages. He said they were gaining a feeling of security quicker than they did in larger groups.

The children are forming deeper and more satisfying relationships with permanent houseparents than they did with supervisors on shifts.

In preparation for the future, children learn

many of the little things that add up to a total family pattern of living in a normal sized home environment. Institutionalized life is now a thing of the past. (Woods' Christian Homes Annual Report, 1967)

The Woods' Homes changed again in 1970 and Mrs. Carol Joseph described the major policy and procedure changes established at that time:

The Woods' Christian Homes is a home for emotionally disturbed children. They are all wards of the province either on a temporary or permanent basis, and may not be orphans. Apparently, the school is going to be modified to some extent and a maximum security branch is going to be built near the Foothills Hospital.

On the school grounds there are three residences, each housing eight children. A housemother is in residence in each one between 8:00 a.m. and 4:00 p.m. each day. After that, child care workers (who are provincially paid) take over. There are two or three workers on duty between the hours of 3:00 p.m. and 11:00 p.m. and one remains all night.

Each house had its own rules. In the average class, there are 8-12 students and the curriculum seems to include some of the regular subjects such as math, English and social studies. There are no foreign languages taught and the school is not equipped to teach home economics or industrial arts as specific subjects. Arts and crafts and physical education play an important part in the school curriculum. The students go skiing, jogging, picnics, go to the zoo, movies, as well as play basketball, etc. They seem to go on a fair number of field trips in school vans.

If a student is behaving very well, he/she might be allowed to go to an evening movie or home for a weekend. And if a student behaves well and appears able to cope with the outside world, he/she might be allowed to spend half days at a regular school. (e.g. some attend Bowness Composite High School)

Each student has a sheet of paper which must be filled out on a daily basis and which provides record of his/her behaviour and school work. (e.g. whether homework was not done) A good behaviour record will result in certain privileges being granted to the individual involved. (Woods' Christian Homes Annual Report, 1970)

It became obvious in the early 1970's that Woods' Christian Homes was experiencing difficulties with a new director. These difficulties were elaborated upon by Margaret Calder, The Calgary Herald, when she reported that the pilot project started in 1970 at the Homes which was a joint effort between the Woods' Christian Homes Board, the University of Calgary and the provincial government and coordinated by the Homes was not proceeding as anticipated. The intent of the pilot project was to develop a new treatment program as well as traditional ones, evaluate their effectiveness and cost, and to act as a teaching forum for university students taking child care, medicine, psychiatry, psychology and social work. But the programs were largely ineffective because the provincial Conservative government limited the number of patient admissions to Woods' Christian Homes. As a consequence the amount of research and evaluation members of the pilot project could do at the Homes was limited.

The funding commitment made by the previous government expired by 1974 when the decision was made by the new government to break up the Woods' Christian Homes. The

Department of Health and Social Development closed down the in-patient program for severely disturbed youths who were sent to other institutions. When this was done, the treatment programs at Woods' Christian Homes for disturbed adolescents either ended or were assumed by other agencies. The Woods' cottages and a group home in Calgary were used to house children who had finished treatment but were unable to rejoin their families.

After an interval of indecision, a compromise was reached between the Woods' Christian Homes Board and provincial and municipal childcare authorities regarding the continued use of the Homes cottages for youth care.

It was decided that in-patients (troublesome children, runaways, etc.) would be housed in the cottages with fulltime supervisors/counsellors in residence. An office was established on the premises and governmental agencies conducted the administration of the operation which consisted of a twenty-four bed group home as well as out-patient services. The Woods' Christian Homes Association still owned and maintained the property although it did not directly participate in its operation.

SUMMARY

Woods' Christian Homes were founded in Central Alberta in 1915 by Reverend George Wood, a Presbyterian Minister who emigrated to Canada in 1908 from Scotland. Initially at

these Homes Reverend Wood and his wife Annie cared for orphan children. In 1926 Reverend Wood found that after moving the Homes a number of times, running short on funds to operate the Homes and contending with numerous related problems, it was imperative to find larger premises, in order to meet the needs of a growing number of children. In his search for new quarters Reverend Wood became aware that the Hextall Estate in Bowness, a suburb of Calgary, was available for a fraction of its original cost.

The children, were then transferred to Bowness from Olds. After citizens of Calgary realizing what Woods' Christian Homes was all about, donations were given and a marked interest in its affairs was shown. In October, 1928, a fund raising campaign was conducted which raised over \$12,000.00. The difficult days seemed to be over, when the "Homes" suffered a great loss, the death of Reverend Wood. Mrs. Wood was determined to see her husbands dream continue to function, in 1928 friends, decided to operate the "Homes" herself.

In considering one facet of the Woods' philosophy of dealing with children, Hoyt states Mrs. Wood did not realize then that she was one of the first practical advocates of that great "Declaration of Geneva", which was drafted by the "Save the Children International Union", as a demand for the Minimum Bill of Rights of which the children of the war-stricken nations had been deprived.

Again tragedy struck, Mrs. Wood passed away in November of 1939. Upon her death a link with the beginnings of the "Homes" was broken.

In 1950 the Woods' Christian Homes school was amalgamated with the Bowness School District and began functioning as part of that district.

In 1955 an overall plan for expansion and modernization of the facilities was adopted. A new boiler and laundry building was begun; cottage units to hold twenty-four children each, together with two staff members were designed. Capital projects continued to be constructed until 1956. In 1959 an announcement was made that the construction program would be interrupted of The Board of Trustees who wanted to investigate thoroughly new trends in child welfare.

A Social Work Department was established in 1961 in order to have the staff consider the individual problems of each child. Over the years from 1953, the average number of children in the "Homes" had been between ninety to one hundred. By 1965 enrolment dropped to about sixty children. In 1962, a major shift of purpose for the "Homes" occurred when the "Homes" started to care for "disturbed" children only, and left the welfare of "neglected" children to other agencies.

In 1960, the Woods' Christian Homes School became part of the Calgary Public School Board when the Bowness School

Board amalgamated with it.

Woods' Christian Homes closed its doors in August 1969 to re-evaluate its role in child welfare work in the province. From that point in time the program evolved from that of an orphanage to that of a Group Homes Program under the aegis of Alberta Social Services and Community Health and assumed a prominent role in the management of emotionally disturbed adolescents in the City of Calgary. As a consequence of its new role with this department the scope of the Homes changed from that of an orphanage to that of a facility for managing adolescents with emotional problems.

CHAPTER IV
THE EVOLUTION OF THE ADOLESCENT CARE CENTRE
1975 - 1988

Introduction

The content of this chapter continues to describe the evolution of Woods' Christian Homes with emphasis on the Adolescent Care Centre which opened its doors in 1982.

Included is a description of the special education services offered to the clientele of the Adolescent Care Centre in collaboration with the Calgary Public School Board. At the Adolescent Care Centre there are four integrated programs that are offered, an overview of each program is presented. For a more detailed description of each program the reader is asked to turn to appendix 2, page .Because of the importance of industrial arts as a treatment modality this subject area will be described in detail.

Adolescent Care Centre

In 1975, the main building (the old Hextall mansion with its numerous renovations) was torn down. This was to the dismay of many, particularly former residents, who had been associated with it in some way over the years. The remaining building which include the school and four cottages were left intact. This site is referred to as the Bowness Campus. With its new mandate the Adolescent Care Centre (A.C.C.)

was built through the cooperation of the Government of Alberta and Woods' Christian Homes on property owned by the provincial government. The location of the Centre is on a 3.5 acre site on the Northeast portion of Parcel D, Plan 2115 I.X., situated West of 37 Street, Northwest between Bowness Road and the Trans Canada Highway. (Woods' Christian Homes Handbook, 1987)

In the spring of 1982, the Woods' Christian Homes Association opened the doors to the Adolescent Care Centre. These facilities include four residential cottages, an administration building and a school which are used to provide long-term treatment for disturbed teenagers.

The Adolescent Care Centre is composed of five functional components. These included four residential units each accommodating eight youngsters in the following components: a recreation component; an industrial arts component; an educational component; and an administration component. The programs offered at both centres are identical. Together these two centres are still referred to as Woods' Christian Homes or Woods'.

The purpose for building the Adolescent Care Centre was due to the overcrowding at Bowness Campus and provincial grant money was available for the building of a new facility. In total, the facility is approximately 3670m (square metres) or 34,500 square feet and resembles a residential

community.

When the Adolescent Care Centre was opened it was anticipated that approximately eight staff would work at the centre in the following capacities: administration, teaching and support-staff. These staff members would be supplemented by practicum students in medical and various child care related disciplines from the University of Calgary. However, an increase in the client population was expected. The treatment program for the clients, however, would experience change with time and maturity as research and experience provided new knowledge and reveal new techniques and methods in the successful treatment of severely disturbed adolescents.

The goal of the Centre was to provide a therapeutic milieu in a residential setting which would encourage the rehabilitation of the patient towards his/her integration into the community. The Homes were seen as one part of a network of services that were directed towards meeting the needs of varying degrees of emotional disturbance in adolescents.

In order to achieve that goal, individual treatment programs were developed for each patient. These programs emphasized everyday living skills through: education, recreation, individual, group and family therapy, learning theory and medical programs. The length of time the client

was expected to undergo treatment varied from three to twenty-four months. After their stay at the centre these adolescents were either returned to the community or referred to another institution that latter would be followed only if the program had been unsuccessful. Those returned to the community would be followed-up for an undertermined length of time.

As a part of the evolution of the Adolescent Care Centre services, the specialists previously mentioned endeavoured to focus their energy in specific directions as a means of further increasing their competency as part of the Agency. Some of these services are described in the following paragraphs.

Crisis Intervention

The Crisis Stabilization Unit serves as the anchor for the evolving crisis services. The learnings in this program tend to reverberate through the entire continuum of offerings at the Adolescent Care Centre. As a result of what has been learned the educational and residential programs have gained increased skills and competence in working with the crises of young people and their families. The goal of this unit is to broaden this service so that it can become even more responsive to community needs by eventually offering a twenty-four hour, immediate-access capability. Eventually, it is hoped to offer these crises and family support services

through linkages to other community agencies such as School Boards. (Woods' Christian Homes Annual Report, 1987)

Child Abuse and Neglect

A very high percentage of the clients/families at the centre have experienced abuse in their histories, whether physical or sexual in nature. Victims of abuse and their perpetrators are treated in either the child abuse or neglect programs. Woods' is one of the few community based agencies that offers assessment and treatment to these families through a truly multi-disciplinary approach (social, psychological, psychiatric and paediatric). As a means to coordinate and assist in the development of the services in this area, two clinical staff are focusing on abuse and neglect as their area of special interest. There are two other current projects which focus on areas of child abuse.

The Family Restoration Program

This program is a three month combined residential and community based family support program which is closely related to child abuse and neglect. The program is designed to assist in restoring family relationships in families where a young person has been abused.

Programming for Self-Abusive Offenders

The Provincial Solicitor General's Department in 1987, provided funding to develop programming for young persons who

have a history of chronic self-abuse. This programming will build on what staff has learned through its work with adolescent offenders in a residential setting. The efforts of staff are aimed at working with young people in a structured way to support, and develop expression for their sexuality and frustrations. This approach is used so that the client can be re-integrated into the community in a safe manner, both personally and inter-personally through education as well as life skills training. (Woods' Christian Homes Annual Report, 1987)

Family Systems Approaches

Woods' as a centre for emotionally disturbed adolescents, is committed to the development of competency in the area of assessment and treatment of young people and their families. The staff endeavours to assess and design treatment strategies for each client from a holistic perspective. That is, to understand the young person from the social context of his/her family and community. Through educational and supervisory opportunities staff is continually exposed to the family systems perspective of treatment. Clinical staff members at the time of the research were taking a series of seminars which dealt with family assessment and family change. Also the program supervisors (both residential and school) were involved in a ten-month training program that was taught by Dr. David

Freeman, University of British Columbia sensitizing them to family issues.

An important component of the commitment to a family systems perspective for abused children was the development of the Family Wellness Program. This program consists of a series of six session seminars for groups of up to twenty-five parents. It is designed to assist parents to re-connect with their areas of competency in bring-up children. The goal of this part of the program is to help parents assist with their adolescents to move towards competence and empowerment in the life of the child. As an adjunct to this program, a day long Family Wellness Workshop for thirty-five parents was recently held. This program is now being made available to parents in the community in and around Calgary. (Woods' Christian Homes Annual Report, 1987)

School Avoidance

The majority of young people referred to Woods' Christian Homes have problems with school attendance, either through the direct avoidance of school (truancy) or by indirectly arranging (through their anti-social school behaviour) to be suspended or expelled from school. One of the major treatment goals of the centre for most of the young people, who are school avoiders is to have them re-connecting with school in a successful way. This is done by providing a school environment where young people can

experience success. To accomplish this staff are continually working with the young person to a point beyond the young persons' expectations, and by assisting the parents in developing a working relationship with the school. As a new concept personnel at the centre are developing skills in this area.

Staff have been able to expand the programming for clients with school avoidance problems by offering "Day Treatment" to these individuals and their families. During the day, young people attend the special education sessions wherein the adolescent and his family become involved in clinical treatment. This is done while the adolescent continues to live at home. Using this approach, Woods' specialists are assisting school boards by providing a program for hard-to-serve young people and, at the same time, preventing a residential stay for these adolescents, a more intrusive form of treatment.

Staff is currently developing a joint program with a community school in which one Adolescent Care Centre staff member will work part time in a behaviour adaptation class in the school. The objective is that young people who have experienced years of difficulty in public schools will transfer from the Adolescent Care Centre school to a community school by first attending this class. In the future, the hope is to assist schools in working with young

people in the community so that neither attendance at a special school nor residential treatment is required.

Out-Patient Services

Out-patient Services has, as one of its goals the expansion of out-patient assistance to the community. From 1986 to 1987 the number of families served on an out-patient basis has doubled. The plan is to continue to develop this service as it is an important factor in enhancing family competency so that young people can remain in their homes.

One aspect of the out-patient services which is in the planning stage is the development of an out-patient clinic that can offer consultations to the community in a responsive manner. This clinic would utilize a growing competency in the treatment of adolescents and their families by responding to community requests for programming ideas for hard-to-serve young people. The facility would be staffed by representatives of psychiatry, paediatrics and psychology, in addition to a family therapist. (Woods' Christian Homes Handbook, 1987)

Program Development and Management

During the past two years, 1986-1987, staff at Adolescent Care Centre has been asked to develop and manage innovative programs that would serve unique community needs. For example, at the request of the Solicitor General's

Department, staff have developed the Community Re-entry Centre, a program which is designed to assist young persons with young offender status who are experiencing emotional difficulties to cope in the outside world. To be able to cope with peer pressure in an acceptable mode. In a short period time, this program has achieved a high degree of success in assisting these young persons to re-enter the community at the end of their sentences. Also, Adolescent Care Centre have been asked to develop a treatment program for adolescents in Red Deer. This program will be patterned after the program in Calgary. This program is now at the stage of hiring staff, and is expected to commence operation in January, 1988. Already, a working relationship has been developed with the Red Deer community, and due to community requests, the program has already begun to accept, on a small scale, some out-patient referrals.

Woods' Philosophy

In an evolutionary and developmental way, Woods' Christian Homes is progressing towards a multi-purpose, community based mental health service facility for young people and their families. It is the intention of the Homes to continue serving the community in a highly responsive and accountable manner. The aim is to foster community self sufficiency and promote family wellness. The commitment is to foster partnership arrangements with the community so that

services are continuously refined through community involvement in demonstrable ways. As staff endeavour to reach out to the community, they strongly support the community's participating in the development of the resources as well as in the delivery of the services.

Philosophically, Woods' Christian Homes supports community self-sufficiency, family empowerment as the least intrusive intervention approach, short, yet impactful serving of others, community resource networking and co-ordinated multi-disciplinary professional and para-professional delivery of treatment. (unpublished document)

Special Education Services

The services Woods' offer to young people and their families are provided by the Calgary School Board in collaboration with Child Welfare/Mental Health School Support Counsellors from the Homes to provide these services to a maximum of sixty-four students, twenty-six at Bowness Campus and thirty-eight at the Adolescent Care Centre schools respectively, inclusive of the stabilization residence. There are five teachers and six community support counsellors at the Bowness Campus and five teachers and six community support counsellors at the Adolescent Care Centre. The courses that are offered are: Science, Language Arts, Physical Education, Math, Health Education, Social Studies and Industrial Arts.

In addition, there is a linkage program with Dr. Egbert School of the Public School Board in place. A half-time School Community Support Counsellor is assigned to this school to provide a transitional service linkage to young people in the school program, both in terms of admission and discharge continuity.

Woods' Day School Program

Role

At Woods' School part of the underlying philosophy is that clinical treatment and education work hand in hand to improve academic progress, social attitudes and behaviours that students have developed prior to their admission.

Through academic assessment school staff members are expected to help students establish realistic goals both short and long term will assure their success. Personnel are also expected to help students reach success by developing appropriate success oriented programs.

Woods' School setting, due to a low pupil-teacher ratio offers an excellent opportunity to achieve its philosophy. Through its objectivity as well as a considerable amount of one-to-one interpersonal contact. This is accomplished when students begin to work to a maximum of their abilities, with challenging but achievable material. They immediately begin to develop more confidence in themselves, not only from an

academic sense, but as individual human beings.

Students Served

The young people that are served at Woods' School are students who normally present severe behavioural problems in school, to the point that they have to be removed from that environment. It has been found that social, emotional and learning difficulties are usually at the base of these problems. These students are referred to Woods; by community schools, psychologists, social workers or parents/guardians. The purpose of this referral is to ensure individual student development through effective education, in a nurturing environment. Productive interaction between teacher and learner is at the heart of this process. Effective education challenges the individual student with learning experiences appropriate to his/her ability, competence and skill level. The challenge of education should be a process of having the student learn how to learn, develop self-esteem, and to respect others. Individual growth for the students at Woods' is aimed at increasing the student's responsibility as a decision maker in collaboration with teachers, parents and other individuals. (Woods' Christian Homes Handbook, 1987)

"The greatest contribution is to ensure that there is a teacher or support person in every classroom who cares that every student, every day, learns and grows and feels like a

real human being" (Woods' Christian Homes Handbook, 1987).

Education and treatment share a common purpose at Woods'

School toward the individual development of young people to maximize their potential as individuals and human beings.

Woods' Day School Program: provides the best possible environment for learning and that this is expanded to include places and people located beyond the school and its campus. To provide every child with the opportunity to grow and develop academically, (through learning habits and a desire for 'answers'), socially (through the development of co-operative and positive attitudes and values) and psychologically, (through the development of personal feelings of worth, accomplishment and self-esteem). (Woods' Christian Homes School Handbook, 1987)

The school attempts to challenge or 'stretch' each child to the highest point of his potential, at the same time recognizing that each student is unique and will grow and learn at an individual rate and in response to any number of individualized methods of instruction and treatment.

The school acts as a part of a team made up of students, parents/guardian, and members of the community.

Objectives

In order to be consistent with its philosophy, Woods' Schools has developed particular objectives. These include:

The staff will develop an individual educational program that integrates the individual's clinical treatment programme.

The staff will provide materials, and use methods in instructional styles that best suit the individual needs of students.

The staff will provide the types of programs and activities which will encourage growth and development in many areas.

The staff will stress the preparation of students in the language arts of reading, listening, speaking and writing, and the important skills of arithmetic, but, they will also focus upon the values to be gained through the social studies, science, art, music, drama, physical education, industrial education and extra-curricular activities.

Schools rules are kept to a minimum, emphasizing only those necessary behaviours which are consistent with the school's philosophy and objectives. The staff will maintain close and regular contact with the parents and the community and will invite and encourage the co-operation and participation of all parents. (Woods' Christian Homes Handbook, 1987)

Intake Procedures

Referrals come through the intake co-ordinator who is also the chairperson of the Intake/Discharge Committee.

Referrals are accepted from Child Welfare, through the Placement Committee, Solicitor General, or from private sources; doctors, schools, parents.

An intake form is filled out at the time of referral by the intake co-ordinator. Pre-assessment interviews are completed when appropriate.

The Intake/Discharge Committee meets once per week.

Members of this committee include: Adolescent Care Centre and Bowness Residential Directors, Education Director, Clinical Director, Senior Medical Consultants and the Intake Co-ordinator. Decisions about admission into any program at the school are made by the Intake/Discharge Committee. Information on a student referral is collected by the co-ordinator and presented to the committee in a comprehensive fashion and includes:

Verbal review of all residents, school out-patients and other out-patients.

Memos regarding transfers, discharges, etc.

Review of all new referrals which have been seen for initial screening by the Intake Co-ordinator and assigned for assessment.
(pre-assessment)

Assessments for all residential, school, or outpatient referrals and Placement Committee packages. (Woods' Christian Homes Handbook, 1987)

Once a young person has been accepted, a clinician is assigned to complete the assessment. Once that is completed, recommendations regarding provisions of services are made to the Intake/Discharge Committee.

Program Planning and Reporting

When a student enters the Woods' Christian Homes School, a process of information management is initiated on his behalf, this is done by the resident's teacher and the assigned case-working clinician. The goals of this process

are to provide the best educational program possible and to communicate effectively with other parties or agencies about the students' program as well as the progress of the student.

This process includes several stages:

Entry assessment - comprehensive information is collected from as many sources as possible including background sources and information from the student him/her self. Formal assessment instrument are used by the teacher and the clinician as well as diagnostic teaching. Learning needs and styles are identified and a teaching response is planned.

Regular progress reports - progress in each program area is evaluated by the teacher and the clinician and programs are adjusted to meet changing needs.

Year-end report - a student's school year is summarized and recommendations are made for the next year.

Discharge summary - a student's educational experience at Woods' School is summarized and placement and teaching recommendations made. This report may coincide with the year-end progress report. (Woods' Christian Homes Handbook, 1987)

The school information model is designed around two concepts to the maximization of goal oriented information functions and the whole person integrated view of the students. The model provides for this by locating primary responsibility for co-ordinating information, maintaining current teaching goals and communicating about that student's program. This is done jointly with both teacher and clinician involvement.

Such association meets the needs of the school, of the students and or the parents in a global sense, including both

clinical and educational goals. The purpose and benefits of the information model are:

Parents have a better opportunity to become aware of what is going on in the school.

Parents have an opportunity to offer input and suggestions to the school.

Mutual concerns of the Woods' Schools and community schools are aired and discussed.

Parents with special interests and time provide a variety of volunteer services. (Woods' Christian Homes School Handbook, 1987)

Woods' School Re-entry Program

When a student has shown enough clinical and educational growth at the school, to the point where the student is able to function in the school setting on a full day basis, plans will be initiated to transfer the student to a school in the educational mainstream. This is a very critical time with regards to the student's emotional stability. Communication is continuous between Woods' School and the receiving community school. Most community school administrators are very receptive to accept such young people and are extremely co-operative in monitoring their emotional and academic integration once in the school. Woods' does all it can to make this process as gratifying an experience as possible and with this philosophy in mind, are in the process of developing a new program in conjunction with one of the integration schools, Dr. Gladys McKelvie Egbert Community

School. This program once designed will help personnel of the community school get to know the child on an individual basis before he enters that school on a full time, fully integrated basis.

In this school these students are enrolled in a small class setting with the mandate to move them back slowly to the mainstream subject areas in the general school population. This is done with the inclusion of written objectives as constant standards for measurements for their performance. Acclimatization by the student to these classes helps stimulate self-management techniques that will eventually enable total integration. The main objective is to guide each student toward assuming responsible independence.

Techniques of this type should prove useful to students who will move to their home community school after completing this program. Depending on the student's progress which is directed with behavioural objectives and the students capacity to tolerate conventional school conditions without regression, arrangements will be made for the gradual integration into the mainstream of the school.

When the student meets reasonable standards that have been established for social and academic success in the home school, periods of participation will be lengthened and finally extended to full-time participation in all school activities.

INDUSTRIAL ARTS

Transition

At Woods' Adolescent Care Centre, about one-third of the curriculum is assigned to industrial arts which is considered an important part of the treatment modality. Although the objective of the industrial arts course is not vocational training per se it is seen as having vocational values. Values such as control of attention, problem solving, cooperation, carrying out of instructions, safety procedures, psychomotor skills development etc., which could lead to the discovery of aptitudes useful in vocational training.

Primarily industrial arts classes are organized on a peer compatibility basis with additional consideration given to social history and residential group living assessments for the student. Subsequent reorganization of the industrial arts classes involves the learning level of the student and individual learning needs. Individual student assessments constitute the basis for educational planning in these classes and are formed by pooling essentially three data inputs: educational records, psychometric data, and teachers' observations and assessments.

To attain the short term objectives of the industrial arts program the emphasis is placed on gratification and predictability. Some of the principles incorporated to

achieve these outcomes include:

Individual teacher contact.

Re-education of realistic working levels in various subjects.

Simple progression in learning.

Avoidance of excessive frustration and anxiety consistency.

Structured and directed activities for those who need it.

Allowance for individual differences.

Balancing academic work with craft shop, recreational and social activities (Woods' Christian Homes Handbook, 1987)

In addition to focusing on the learning problems of each individual, the industrial arts laboratory setting also provides an extended milieu in which to increase therapeutic impact and evaluate treatment objectives. Consistency of school and residential objectives are assured by case conferences which are held every three months, at which time all disciplines involved co-ordinate an overall treatment plan for the student. Despite this additional function of the industrial arts teacher, however, the role of this teacher is not to be confused with that of a counsellor in the lives of the children. The laboratory is seen as a means of providing the child with tangible measurable evidence of his ability to achieve progress and grow.

Course Content

The curriculum offerings of the school are those that

are prescribed by the Department of Education in the program of study for junior high schools. These offerings are divided into core courses and complimentary courses. Among the core courses that are taught are: English, mathematics, social studies, science and physical education.

Complementary that are offered at the school include: art, home economics, and industrial education (industrial arts). The Curriculum Branch of Alberta Education provides curriculum guides for the industrial education program.

The Junior High School Grades 7, 8 and 9 Industrial Education Curriculum Guide, (1982) recommends that seventy-five hours per year be allotted to industrial arts or two hundred and twenty-five hours over the three years of junior high school be devoted to this particular program of study.

(p. 10) The Curriculum Guide further states "During the junior high school years it is recommended that a student study a minimum of three different modules each year" (p. 3).

Course content in the Guide is divided into four fields of study: Power Technology, Material Technology, Graphic Communications Technology and Synthesizing. To provide for a breadth of exploratory experiences for the junior high school student these four fields of study are further divided into fifteen modules. To illustrate: the Material Technology field of study is divided into five modules which include:

woods, metals, plastics, earths, leather and textiles. The scope of the industrial arts program is to allow all students to have the opportunity to explore the four fields of study.

(Department of Education Curriculum Guide, 1982, pp. 3-4)

In each field of study each of the fifteen modules represent between fifteen to twenty-five hours of study for the student to complete. Sequencing of these modules is not prescribed by any authority, but is left to the discretion of the industrial education teacher, so that the student is provided with the most worthwhile learning experiences possible. Personnel of Alberta Education strongly recommend that modules in the Synthesizing Career Field not be attempted until the students have had experience in the other fields of study.

The Multiple Activity Laboratory

The industrial education laboratory at Woods' Adolescent Care Centre is organized as a multiple activity laboratory that is spacious, clean and well equipped. In this learning environment a variety of exploratory experiences can be presented with a minimum amount of room and equipment. In this laboratory emotionally disturbed students have the opportunity to become involved with a wide variety of "hands-on" activities that involve a selection of materials and technologies found in a productive society.

The laboratory covers an area of about 300m² (square metres) and is divided into four main areas where the following materials or technologies are taught: woods, ceramics, plastics, metals, electricity, electronics, computers, photography, printing, drafting, power transmission, power sources, testing and mechanical technology. Each area is large enough to accommodate from four to six students and is a self-contained unit that includes relevant textbooks, articulated instruction development texts, information sheets, templates, expendable supplied, handtools and some machine tools. By providing each area with a complete complement of software and hardware inter area traffic is kept to a minimum and little time is wasted by the student's searching for needed tools or in describing the organization of an area, Preitz (1973) wrote: "areas are organized to make them as autonomous as possible, to minimize the amount of inter area traffic, and to maximize the learner's time while he is in the laboratory by having everything available to him to use" (p. 90).

Individualized Instruction

To meet most individual needs of the learner in the industrial arts program it requires much time on the part of the teacher and it becomes therefore imperative that the teacher use teaching methods that will promote maximum learning on the part of the learner. The Alberta Plan makes

provision for the use of a wide variety of teaching methods to be used in a learning environment that is organized as a multiple activity laboratory where learning is individualized. Preitz and Young (1972) made mention of some of the teaching methods used in this milieu when they wrote:

Teaching methods used in industrial arts laboratories are designed to accommodate discovery learning and to provide individual instruction through small group demonstrations and micro-lectures; to individualize instruction through specially designed instruction sheets and pictorial programmed instruction, and to give the instructor the latitude to use a wide variety of other teaching methods which permit the individual progress of each student. (p. 3)

When students are at their work station during the activity period they integrate theory and related information learned in a large group session with a psychomotor skill or process to be learned. To assist these students in learning the required skill or process Activated Instructional Development Booklets (AIDS) are used. In "Software Design for Teachers" Preitz and Morris (1974) in providing a description of an AIDS booklet wrote "these booklets, although using some of the principles of pictorial programmed instruction, differ slightly in that a product or process is used for instructional content" (p. 265). The authors continue their discussion by describing how AIDS booklets are used in the laboratory. "The basic element of these booklets is to "show and tell" the "what and how" to a junior high

school student as he/she proceeds to perform a process or fabricate a product" (p. 265).

These specialized forms of instructional material provide the teacher in the multiple activity industrial education program at Woods' Adolescent Care Centre with another dimension of flexibility which is to meet the needs of emotionally disturbed students. By making them responsible for their learning this allows the teacher to experiment with various instructional methods both print and non-print until an optimum match is obtained between student and method.

The Project Approach

To motivate the students to learn and to maintain their interest a project is used by the industrial education teacher as a teaching device. The project that the student makes is made under the teacher's guidance and is within the ability range of the student, it appeals to the student and the tools and materials are available to construct the project. Emotionally disturbed students, no matter how severe, view the project as the most important aspect of the industrial arts program. To be involved in a process using tools and materials is motivating for these students.

The range of tools, both hand and machine, used by these students depends on such factors as the physical abilities of that student, the dexterity of the student, and the attitude

of the student to cooperate with the teacher. The majority of hand tools and machine tools have not been modified by the teacher for these students but are used as originally supplied. The student himself must actively seek to what extent and which tools he/she will attempt to use in the process of completing a project.

PROGRAM MODIFICATION FOR SPECIAL NEEDS STUDENTS

General Considerations

Special needs learners represent a diverse population of learners who possess a variety of different learning styles. They cannot all learn at the same rate or through the same instructional techniques. The characteristics, abilities, interests, learning styles, and the needs of each student must be taken into consideration when planning classroom and laboratory instruction.

The teaching methods used by the industrial arts teacher to present program information to special needs learners may make the difference between acceptance or rejection. One instructional method will not meet the unique needs of every emotionally disturbed learner enrolled in the industrial arts program at the centre.

Each special needs learner will have individual abilities, needs, learning styles, and occupational goals. These should be considered in designing the instructional

program and identifying the ways in which instruction will be delivered. It is extremely helpful for the industrial arts teacher to work co-operatively with other personnel who are familiar with appropriate instructional techniques for specific needs students.

SUMMARY

In the spring of 1982, the Woods' Christian Homes Association opened the doors to its Adolescent Care Centre.

The goal of the Centre was to provide a therapeutic milieu in a residential setting which would encourage the rehabilitation of the adolescent towards his/her integration into the community.

In order for Woods' Christian Homes to achieve that goal, individual treatment programs were developed for each adolescent. The aim of the treatment programs for these individuals was to restore these adolescents to a normalized community life as soon as possible. Length of care would vary depending on the client's needs.

The curriculum offerings of the school are those that are prescribed by the Department of Education in the program of study for junior high schools.

By making the students responsible for their learning this allows the teacher to experiment with various instructional methods both print and non-print until an optimum match is obtained between student and method.

At Woods' Adolescent Care Centre, about one-third of the curriculum is assigned to industrial arts which is considered an important part of the treatment modality.

CHAPTER V

SUMMARY, CONCLUSIONS, OBSERVATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

Introduction

Chapter I of this research report included a description of the purpose of the study and the methodology that was used to complete the research. Chapter II presented a review of related research. Chapter III presented the evolution of Woods' Christian Homes from 1915 to 1974 and related research before its beginnings. Chapter IV reports the evolution of Woods' Christian Homes from 1974 to 1988 and the various programs offered at the Homes.

The final chapter of this thesis will consist of three parts. The first part will contain a summary of the research methodology. The second part includes observations and conclusions drawn from the findings of the study. In the third and final part, recommendations will be made for the benefit of those who have an interest in rehabilitation of emotionally disturbed adolescents and their families and suggestions for further research will be made.

SUMMARY

The Purpose

The major objective of this research study was to describe the evolution of Woods' Christian Homes from an

orphanage in 1915 to its status in 1988 as a multi-purpose facility for the rehabilitation of emotionally disturbed children.

In addition to the major objective, the study sought to achieve the following supporting objectives:

To identify the sociological influences which led to the establishment of Woods' Christian Homes, at Innisfail and later in Calgary, Alberta and to describe the family focus model that was in place in 1988 at Woods' Christian Homes.

To examine the scope of industrial education and how it was used as a treatment modality to meet the educational needs of the student from the establishment of the Adolescent Care Centre.

RELATED RESEARCH

In a review of related research there are a number of educational researchers in the province who have written on the history of education of Alberta. Among these academic authors were: Ritchie, (1954) Smith, (1973) Clarke, (1982) Deleeuw, (1982) and Mathew, (1984). Smith, Clarke and Mathew were among the researchers who specifically directed their research efforts toward some phase of the history of industrial education in Alberta. These "writers" either by oversight or by design avoided writing about the role that Woods' Christian Homes had in the history of secondary education in Alberta. This helped to provide the researcher with an additional need as to why this study should be completed.

SIGNIFICANCE OF THE STUDY

With the completion of the study the resource gap that existed in the previous literature no longer exists. Since much of the available literature on this topic was synthesized in the thesis it is now possible for other researchers, scholars, and students to have this information available to them in a single source when they investigate how Woods' Christian Homes evolved in this province.

Another significance of the completed study is that those researchers interested in curriculum design for emotionally disturbed children now have available to them a source which discusses this concept and its impact on the structure of education in Alberta.

METHODOLOGY

The following methodology was used to collect data and information to assist the researcher to describe the evolution of Woods' Christian Homes.

The major method that was used to collect data for analysis and synthesis was bibliographical. To conduct this phase of the research, the researcher visited the following depositories where legal documents, minutes of meetings, reports of committees, annual reports, newsletters, journals and other publications were reviewed. These depositories included: libraries and the archival collection of the University of Alberta and the University of Calgary, the

Glenbow Museum, the Central Office of the Calgary Public School Board and the Central Office of Alberta Social Services and Community Health. Pertinent reference material from the primary sources of the archival collections of each depository were retrieved, reviewed, and analysed. These materials were catalogued and synthesized as part of the final report of this study. In addition, back issues of the leading newspapers in the Province of Alberta where the Homes were located were reviewed for information considered relevant to the study. Such newspapers included: The Innisfail Province, The Olds Gazette, The Eye-Opener, The Morning Albertan and The Calgary Herald.

Verification of information found in both primary and secondary sources was accomplished by interviewing selected employees of Woods' Christian Homes, both past and present. These individuals also saw the evolution and the development of Woods' Christian Homes from 1915 to 1988. To structure these interviews an interview schedule was designed and piloted.

Information and data collected from the primary and secondary sources as well as from the interviews were used to prepare the content of this report.

INTERVIEWEES

From those who served in various capacities with Woods' Christian Homes since it became a facility for emotionally

disturbed adolescents, ten individuals were chosen to be interviewed. This selection was made without prejudice and no selection criteria were established by the researcher selecting these candidates.

Those interviewed included two former directors of the Homes. One Director was in office for a twenty-year period, between 1965 and 1985. A former principal who administered these Homes from 1975 to 1985 was also interviewed. Other interviewees included three child care workers, a cleaning lady with tenure of twenty years, and a maintenance man who also served as scout master for children of the Homes. The chairman of the board of the Homes as well as the past chairman were also interviewed.

These individuals were selected to be interviewed because they had been at the "Homes" during its various periods of evolution and they were readily available to the researcher.

Findings

Data collected with interview schedule revealed the following major findings:

Question 1. How long were you employed at Woods' Christian Homes?

Answer 1: Of the ten staff interviewed both past and present, it was noted that twenty years at the "Homes" was the longest employment recorded while two years was the

shortest employment recorded. Five years seemed to be the average length of employment for the other eight interviewees.

Question 2. What was your position at Woods' Christian Homes?

Answer 2: The positions held at the "Homes" were: 1 director, 1 principal, 3 childcare workers, 1 cleaning lady, 1 maintenance man and 2 chairmen of the board.

Question 3. What responsibilities did you have in your job position?

Answer 3: The responsibilities held by the various interviewees included: four people held positions in administrative decisions and policy making, three people were responsible for the care and day-to-day supervision of the clients, one person was responsible for housekeeping duties and the last person was responsible for care, general upkeep and maintenance of Woods' Christian Homes both school and residences.

Question 4. Giving your opinion, what was the philosophy and purpose of Woods' Christian Homes at the time you were employed.

Answer 4: The general feeling among the interviewees was to give problem adolescents the best possible advantages both from an educational standpoint and to teach them the skills to adjust to life in the community.

Question 5. Do you feel that philosophy or purpose was achieved during your term of employment?

Answer 5: The ten interviewees agreed that the Woods' philosophy was carried out, but that there was always room for improvement. Nothing specific for improvements was suggested.

Question 6. Briefly describe the various programs that were available to the residents of the school.

Answer 6: The various programs that were available to the clients included: math, Language Arts, social studies, physical education, industrial arts, home economics, music and art. These subjects had always been taught from the beginnings in 1917 to the present 1988.

Question 7. While you were employed at the home what were the responsibilities (chores etc.) of the children?

Answer 7: Responsibilities included: each child was responsible for keeping their living area neat and clean, each child had a weekly chore assigned by the housemother or cottage supervisor. The chores assigned included: dishes, putting garbage out, vacuuming, dusting or bathroom duties. In the early days of the "Homes" children were assigned to: chopping wood, maintaining the vegetable garden, bringing water from the well or stream to the house and the older children were expected to help care for and assist the younger ones.

Question 8. What were the major changes in program and/or policy that occurred while you were employed at Woods' Christian Homes?

Answer 8: From the beginning of the "Homes" in 1915 until 1962 there were no major changes of policy or programs. The first and most major change of policy occurred in 1962 when the "Homes" ceased taking in orphans and started caring for emotionally disturbed children. The next major change in program and/or policy occurred in 1982 when the doors of the Adolescent Care Centre opened. From 1982 to 1988 programs have been added to enhance the role of the Adolescent Care Centre. These programs included: a crisis unit, a stabilization unit and various family focus programs.

Question 9. Do you feel that industrial education and home economics were beneficial to this type of clientele? If yes, specify why?

Answer 9: The ten interviewees were unanimous in their belief that industrial education and home economics were beneficial to this type of clientele. They felt that a hands on experience was a motivating and positive factor in the clients life. Also most clients were keen about doing industrial education and home economics and were present for most of the classes offered.

Question 10. What direction do you see industrial education and home economics going in the future and how can

it be used as a treatment modality?

Answer 10: All interviewees felt that a broadening of industrial education and home economics would be beneficial to the clients. They felt that a varied curriculum to include such courses as: automotive, graphic arts, more metalwork and a more extensive food preparation course be offered. Because of the clients served all interviewees felt that more emphasis to placed on industrial education and home economics and less on the academic subjects.

CONCLUSIONS

Woods' Christian Homes were founded in Central Alberta in 1915 by Reverend George Wood, a Presbyterian Minister who emigrated to Canada in 1908 from Scotland. Initially at these Homes Reverend Wood and his wife Annie cared for orphan children. In 1926 Reverend Wood found that after moving the Homes a number of times, running short on funds to operate the Homes and contending with numerous related problems, it was imperative to find larger premises, in order to meet the needs of a growing number of children. As a consequence Reverend Wood moved to the Hextall Estate in Bowness, a suburb of Calgary.

After citizens of Calgary realizing what Woods' Christian Homes was all about, donations were given and a marked interest in its affairs was shown. In October, 1928, a fund raising campaign was conducted which raised over

\$12,000.00. The difficult days seemed to be over, when the "Homes" suffered a great loss, the death of Reverend Wood. Mrs. Wood assumed the responsibilities that her husband performed and operated the "Homes" herself.

Unknown to Mrs. Wood she was not aware that she was one of the first practical advocates of that great "Declaration of Geneva", which was drafted by the "Save the Children International Union", as a demand for the Minimum Bill of Rights of which the children of the war-stricken nations had been deprived. The children at Woods' Christian Homes fared better than did their average Albertan youngsters. The former were well fed, clothed and housed.

When, Mrs. Wood passed away in November of 1939, the link with the beginnings of the "Homes" was broken.

One of Canada's foremost figures in child welfare was Dr. Charlotte Whitton, who criticized Alberta's child placement method in 1940. Dr. Whitton conducted a survey, which was completed in 1947. In her report, Dr. Whitton condemned the large barrack-like annex for older boys of the Woods' Christian Homes as not recognizing the boys need for privacy or the development of individuality. Dr. Whitton also criticized Woods' Christian Homes for not converting the Homes into a treatment centre for children with special problems.

In 1950 the Woods' Christian Homes school became

integrated with the Bowness School District and began functioning as part of that district. The relationship remained until 1960 when the Bowness School District became part of the Calgary Board of Education.

In 1955 an overall plan for expansion and modernization of the facilities was adopted. When capital improvements were made which included: cottage units to hold twenty-four children each, together with two staff members. In 1956, a new manager's residence was added and one of the newly designed cottage units was completed. In 1958, the construction program was interrupted by the decision of the Board of Trustees who wanted to investigate thoroughly new trends in child welfare.

A Social Work Department was established in 1961 in order to have the staff consider the individual problems of each child. Over the years from 1953, the average number of children in the "Homes" was between ninety to one hundred. By 1962 a major shift of purpose for the "Homes" occurred when the "Homes" started to care for "disturbed" children only, and left the welfare of "Neglected" children to other agencies.

In 1966, the Woods' Christian Homes School was amalgamated with the Calgary Public School Board three years later in August 1969 the Homes no longer accepted children because it wanted to re-evaluate its role in child welfare

work in the province. From that point in time an evolutionary process began from that of an orphanage to that of a Group Homes Program which would fall under the aegis of Alberta Social Services and Community Health. The Homes assumed a prominent role in the management of emotionally disturbed adolescents in the City of Calgary. As a consequence of its new role with this department the mandate of the Homes changed from that of an orphanage to that of a facility for managing adolescents with emotional problems.

In the spring of 1982, the Woods' Christian Homes Association opened the doors of the Adolescent Care Centre. The goal of the Centre was to provide a therapeutic milieu in a residential setting which would encourage the rehabilitation of the adolescent towards his/her integration into the community.

In order for Woods' Christian Homes to achieve that goal, eight individual treatment programs were developed for each adolescent. The aim of the treatment programs for these individuals was to restore these adolescents to a normalized community life as soon as possible. Length of care would vary depending on the clients's needs.

The curriculum offerings of the school are those that are prescribed by the Department of Education in the program of study for junior high schools with heavy emphasis on industrial education. This particular course is taught by an

industrial arts teacher in a multiple activity laboratory. In this learning environment heavy emphasis is placed on the individualization of instruction.

By making the students responsible for their learning this allows the teacher to experiment with various instructional methods both print and non-print until an optimum match is obtained between student and method.

At Woods' Adolescent Care Centre, about one-third of the curriculum is assigned to industrial arts which is considered an important part of the treatment modality.

OBSERVATIONS

From the beginning, Reverend Wood had a hard time keeping the "Homes" going. He had experienced three moves in a very short period of time, clearing land and building new residences as well as planting a large garden to house and feed his brood. None of the modern conveniences of the times were available, water had to be carried every day and Friday-night baths were a strenuous session. Mrs. Wood also suffered with the hardship as come the weekend she was left all alone with the children as Reverend Wood was out preaching and making appeals for funds. For the better part of the time these two people had little or no help and funds were always low and non-existent.

Mrs. Wood did not realize that she was one of the first practical advocates of that great "Declaration of Geneva"

which was a demand for the Minimum Bill of Rights for children. She believed that all children be given the best that life has to give no matter what race, nationality or creed. This was Mrs. Wood's philosophy and the philosophy of Woods' Christian Homes today.

It would appear that the children at Woods' Christian Homes fared better than did the average Alberta youngsters during the Depression. The children were well fed, clothed and housed.

In 1942 Dr. Charlotte Whitton commenced a survey on Child Welfare in Alberta. Dr. Whitton recommended that Woods' Christian Homes should be converted into a treatment centre for problem children. Woods' Christian Homes did not convert to a treatment centre for problem children until twenty years later. In 1962 the "Homes" ceased taking in orphaned children to become a treatment centre.

In 1982 the Adolescent Care Centre was opened and individual treatment programs were developed for each individual adolescent. These programs emphasized everyday living skills through: education; recreation; individual, group and family therapy; learning theory and medical programs. The length of time the adolescent was expected to undergo treatment varied from three to twenty-four months.

In an evolutionary and developmental way, Woods' Christian Homes is progressing towards a multi-purpose,

community based mental health service facility for young people and their families.

RECOMMENDATIONS FOR FURTHER RESEARCH

It is recommended that this study be replicated with the use of a revised interview schedule to determine specifically the breadth of educational programming existing at Woods' Christian Homes Schools.

A comparative study is needed to examine off-campus students versus students of residential care. (live-in) Do the same types of programs and/or treatment approaches work for both types of students, those who live in residence and those who still live at home but attend Woods' Christian Homes school. Which type of situation is more successful in a treatment mode?

Considering the severity of the emotional disturbance of children who enter Woods' Christian Homes, questions arise regarding their fate after discharge. Teachers want to know if it was possible to help these children, whether their separation from regular school was warranted and whether residential treatment is economically defensible.

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APPENDIX 1

This Appendix is a copy of the interview schedule used when interviewing present and past employees of Woods' Christian Homes. Also included is a list of the names of those persons who participated in the interview.

INTERVIEW SCHEDULE

1. How long were you employed at Woods' Christian Homes?
2. What was your position at Woods' Christian Homes?
3. What responsibilities did you have in your job position?
4. Giving your opinion, what was the philosophy and purpose of Woods' Christian Homes at the time you were employed.
5. Do you feel that philosophy or purpose was achieved during your term of employment?
6. Briefly describe the various programs that were available to the residents of the school.
7. While you were employed at the home what were the responsibilities (chores etc.) of the children?
8. What were the major changes in program and/or policy that occurred while you were employed at Woods' Christian Homes?
9. Do you feel that industrial education and home economics were beneficial to this type of clientele? If yes, specify why?
10. What direction do you see industrial education and home economics going in the future and how can it be used as a treatment modality?

The following is a list of present and past employees who were selected to be interviewed.

Mr. L. Gaetz	Principal
Mr. and Mrs. D. Wood	Childcare worker and maintenance man
Mr. B. Roberts	Comptroller
Mr. J. Peterson	Childcare worker
Dr. C.W. Sangster	Chairman of the Board
Mr. D. Knowler	Principal
Miss M. Corvin	Childcare worker
Mr. J. Hibbert	Past Chairman of the Board
Mr. H. Graham	Maintenance man
Mrs. R. Smith	Housekeeper

APPENDIX 2

In this Appendix are a list of programs that are offered at Woods' Christian Homes.

Stabilization Program

Permanent Care Residence

Specialized Family Focus Restoration Program

Exceptional Needs Program

STABILIZATION PROGRAMME

APRIL, 1987



WOOD'S CHRISTIAN HOMES
805 - 37th Street N.W.
CALGARY, ALBERTA
T2N 4N8

PAGE 2

SERVICE VALUES INHERENT IN PROGRAMME

The following concepts/values are incorporated into the Stabilization Programme:

- a) continuity of care;
- b) networking, working in alignment with scarce resources;
- c) maintaining programme/family integrity;
- d) immediate response to crisis;
- e) linking and assisting scarce resources;
- f) triaging;
- g) strength, competency based;
- h) based on what works vs. right/wrong;
- i) least intrusive measure;
- g) augmentive response (adding to);
- h) inclusive response;
- i) bending approach
- j) self organizing response;
- k) environmental re-structuring

PROGRAMME OBJECTIVES

- a) To provide a highly accessible, temporary placement for the young person to allow for crisis defusion and service planning.
- b) To provide a neutral, non-threatening environment able to meet the young person's basic needs (food, clothing, shelter) while encouraging reconnection with the primary caregiver.
- c) To prepare individualized stabilization plans that reflect the routines and guidelines set down by the referral source and the stabilization goals of crisis defusion, assessment and reconnection.
- d) To provide information about and access to a wide variety of clinical, residential and educational services available at Wood's Christian Homes.
- e) To provide an individualized school programme geared towards meeting the young person's educational needs while in the Stabilization Residence.
- f) To provide opportunities for emotional expression through athletic, artistic and cathartic experience.
- g) To provide the primary caregiver with alternatives, suggestions, information and feedback (as required) through regular weekly (bi-weekly) case conference.

STAFFING

The Stabilization Programme is staffed by fourteen staff:

1 Supervisor

1 Community Co-ordinator

4 teams made up of three staff each. Each team has a team leader and two frontline child care workers.

The four teams work twelve hour shifts which alternate between days (7:00 - 19:00) and nights (19:00 - 7:00) every two weeks. The patterns each begin on Monday, two days on, two off, three on, two off, two on, three off; and the complimentary pattern two days off, two on, three off, two on, two off, three on. The Community Co-ordinator works Monday to Friday 10:30 - 18:00. The Supervisor also works Monday to Friday, generally 9:00 - 17:00. Weekend emergency coverage is shared between the Supervisor and Community Co-ordinator.

The programme has two key support staff. A teacher provides school programming for stabilization residents during school time, and the part-time art therapist works with each newly admitted young person.

CHILD CARE WORKER RESPONSIBILITIES

Child care workers are responsible for the care of any young people in the Stabilization Programme including nutrition, hygiene, medical care, safety, etc. In addition to providing for the young people's general care, the workers are responsible for various clinical duties, including:

- observation and recording of resident's behaviour, daily routines, etc.
- participation in clinical rounds
- implementation of service actions and documentation of results
- raising any clinical concerns to the team leader.

The nature of the Stabilization Programme requires that staff remain clinically neutral, so there is no expectation that staff develop "relationships" with the young people. Rather, staff work to support young people in connection with the important persons in their life (parents, community professionals, etc.).

INTAKE/ORIENTATION PROCESS

Referrals for the Stabilization Programme come from schools, community social service agencies, crisis lines, child welfare services, hospitals, as well as families and young people themselves. In the initial call for assistance, the Community Co-ordinator or Supervisor collects preliminary information about the case and either directs the family to take some action or sets an admission conference. The programme maintains a generally "open door" policy, but there are a few basic requirements of every case:

1. The young person must agree to the placement. Young people cannot be admitted against their will, and often the first task for the primary caregiver is to enlist the young person's support.
2. The primary caregiver must attend the admission conference and discharge conference. He/she must also agree to visit regularly throughout the young person's stay.
3. The legal guardian of the young person must agree to the young person's stay.
4. Young people who are considered to be seriously at risk of harming themselves or others may be supported in accessing appropriate services (i.e. psychiatric out-patient services) before entering the programme.
5. No young person under the influence of drugs or alcohol is admitted to the programme.

In some cases, young people are admitted on very short notice. Generally, however, an admission conference is set within 48 hours of the decision to use the Stabilization Programme. Persons required to attend the conference include the young person, parents (or other primary caregivers), social workers, community clinicians, and any other concerned parties.

The admission conference is conducted by the Community Co-ordinator and includes interviews with the young person, the caregivers and other concerned parties to set down the purpose for the admission and outline goals.

The Community Co-ordinator also completes the admission forms:

1. identification sheet, background information;
2. placement agreement;
3. routine guidelines;
4. consent forms.

After the admission conference, the young person is taken to the residence and given an orientation. A list of personal possessions is prepared and the young person is very closely supervised for their first day in the programme.

Within the first day, the young person sees a nurse for a medical check-up (further appointment with pediatrician, if required). A meeting with the art therapist is scheduled for the first possible recession.

Finally, the Community Co-ordinator makes contacts with the young person's school and any community professionals.

Information from all sources is presented at clinical rounds (held Monday to Friday) at the first possible time, and the clinical plan is further developed.

PERMANENT CARE RESIDENCE



WOOD'S CHRISTIAN HOMES,
805 - 37th STREET N.W.,
Calgary, Alberta.
T2N 4N8

WOOD'S CHRISTIAN HOMES - CALGARY

BOWNESS CENTRE

PROGRAM DESCRIPTION

PERMANENT CARE RESIDENCE

PROGRAM STATEMENT

The Permanent Care Residence provides long term residential care until 18 years of age, for young people with serious psycho-social difficulties, a history of multiple placements and child welfare status.

The focus is on reparenting, or the completing of the parenting process. This allows an opportunity to resolve any past issues that are affecting present day living, thus stimulating the recovery of their inherent capacity to develop, mature and be significant within a socially supportive living environment. Young people between the ages of 13-17 are accepted.

SERVICE VALUES INHERENT IN THE PROGRAM

Commitment to permanent care
 Promote physical & emotional health
 Promote the development of personal & community moral values
 Respect for People & Property
 An environment that allows for emotional expression and
 exploration towards the completion of impoverished life experiences
 Educational needs to be developed, expanded or completed

PROGRAM OBJECTIVES

- i. Provide a healthy home-like environment that is safe, secure, and caring in nature.
- ii. Provide clinical involvement that will identify and serve specific needs, ie. abandonment, rejection, separation anxieties and changing history process.
- iii. Provide for the development & fostering of trusting relationships between the young person and adults and the young person & peers.
- iv. Provide opportunities for extended family members to become involved in the young person's life or treatment.
- v. Provide effective surrogate parent models.
- vi. To work with the Child Welfare Department on meeting the unique needs of each young person.

STAFFING

Supervisor 1
 Senior Worker 1
 Child Care Workers 6.5
 Clinical consultation for individual young people and the program is available weekly.
 Psychiatric consultation available when necessary

PERMANENT CARE RESIDENCE JOB DESCRIPTION

The Permanent Care Residence focuses on reparenting within a therapeutic milieu. The Child Care Worker becomes the primary care giver for the young person in the programme. This is a very difficult role and makes for some unique challenges, involving a many-faceted, all-important relationship between the young person and the Child Care Worker. Some aspects of this relationship:

1. A knowledge of "parenting" - what it is, how to do it, and what "reparenting" might mean. It is not necessary to be a parent, but it is important to be able to be open enough to learn.
2. A knowledge of basic concepts of a therapeutic milieu and how Child Care Workers create one in conjunction with the young people and agency philosophy.
3. To build trust with the young person that will enable him/her to use the Child Care Worker to work through relevant family issues and developmental stages.
4. To provide a firm, yet flexible approach that gives the young person an increasing sense of dependability and predictability within his/her environment.
5. To exercise a great deal of tolerance, perspective and acceptance as the young person recreates his/her own parental history within the Child Care Workers.
6. An ability to be introspective and acknowledge weaknesses and difficulties in one's own self.
7. To maintain a clean and healthy environment with established routines that add to the young person's sense of safety and order. An ability to clean and cook is necessary.
8. To continually be willing to actively and fully respond in terms of what the young person offers, from discipline and time together, to enhancing a developing sense of freedom and responsibility.
9. To be supportive of any development of a workable relationship with the family.

QUALIFICATIONS

A Child Care Worker in the Permanent Care Residence must have a very strong commitment to relationships within their professional environment, a willingness to take risks and make mistakes, a bias towards strong emotional interactions and a sense of humour. A degree or diploma in Child Care is not absolutely necessary but an asset, as is some life experience and any special talents.

All young people moving into a permanent care residence must have child welfare status - either temporary, permanent guardianship or by custody agreement.

The length of stay in the Permanent Care Residence is open and dependent on individual need. There is no maximum length of stay except that young people over the age of 18 must be in the process of discharge. The minimum length of stay is approximately one year.

The Permanent Care Residence is licensed for 8 young people and usually houses between 6-8 at any one time.

It is expected that each young person coming into a Permanent Care Residence will have identified treatment needs and an assigned clinician.

All young people moving into the Permanent Care Residence will attend Wood's Bowness School. When a young person is approaching his/her graduation, he/she should be attending a community school or work program.

ADMISSION

PHILOSOPHY

The Permanent Care Program focuses on long term placement of adolescents. Therefore, we feel it is important to have a gradual admission process that is flexible, and assists the young person in becoming familiar with his/her new environment. The process will include a tour of the cottage and a minimum of four visits, including some overnights and a full day at the school.

PRE-ADMISSION

1) Following the Intake Interview, the young person, the Social Worker and any family members will be accompanied by the cottage supervisor for a tour of the cottage. At this time, the new resident and supervisor will discuss subsequent visits (i.e., time, transportation and frequency).

2) Initial Visit - during this visit, the new resident will meet with the staff on duty. At this time, they will review the cottage program, i.e., basic rules, regulations and expectations. There will also be a tour of the school and introduction to the school personnel. Arrangements will be made at this time for the resident to spend a day in school prior to admission as well as planning a program for subsequent visits and overnights.

3) It is important that the cottage be informed of any outstanding medical concerns or appointments; of last medical and dental checkups; that they come with appropriate clothing and that the delegation of authority form is signed. Access to previous school records should also be checked.

4) Initial Visits - The supervisor will propose to the Social Worker and/or Guardian to bring the resident to the cottage and back. (As a support for the resident). If they are unable to provide transportation, then the residential staff will. Subsequent transportation will be worked out using the cottage staff, the current placement and public transportation.

MOVE-IN DAY

Social Worker, parent or guardian to transport resident with belongings to new cottage (preferably by 1:00 p.m.).

Upon arrival, cottage staff will welcome resident and "tie up loose ends", i.e., unpacking, clothing list, etc.

Cottage staff to spend time with resident and peers to provide for them and assisting them in feeling more comfortable with their new environment.

A cake and special dinner to be had for resident on his/her admission day. (Check with young person during visits re: what their favorite meal is).

EXPECTATIONS

1. Violence towards self, others or property is not permitted.
2. Drug/alcohol use is not acceptable.
3. All teens attend school and/or a further education program.
4. Young people are expected to respect the privacy of peers and adults alike, i.e., bedrooms, personal possessions, etc.
5. All young people are expected to be dressed appropriately when downstairs.
6. Teens and adults are expected to be at the table for all meals unless previously arranged or sick.
7. All young people and adults are expected to be actively involved in maintaining the tidiness of the cottage.
8. All young people and adults are expected to be involved in cottage and/or school activities during holidays (Christmas, Easter and Summer).
9. Good health and personal hygiene are daily expectations.

EXPECTATIONS (Cont'd)

10. Respect for others is imperative, therefore, swearing and other inappropriate behavior will not be tolerated.

11. If a young person is convicted of an offense and receives Open Custody status while residing in a Permanent Care cottage, he/she may or may not reside in the cottage during the sentence. Individual therapeutic decisions are made in this regard.

ROUTINES

1. Meals between 8:15 and 8:45.

Morning snack - 10:30

Lunch - 12 noon - 12:30

Afternoon snack - 4:00 p.m.

Supper - 5:30 - 6:00 p.m.

Weekend meals are more informal.

2. Phone privileges: all teens have the opportunity to use the phone until 9:30 p.m. weekdays and 11:00 p.m. on weekends.

3. Young persons are to do their laundry at least once per week; adults will assist them in sorting colors, folding clean laundry and putting it away properly.

4. Out of school for the day: young people refusing to go to school are expected to stay in their rooms during school hours. They may come out of their rooms during the "break", at lunch and after school. (Teens may go for a walk with a staff member to discuss their issues if there are enough staff members on shift to accommodate this). It is expected that homework or reading be done.

5. Sick program: when teens are sick, they are to remain in their bedrooms and rest. They may come down for lunch and supper and may participate in quiet games, watch T.V., etc. (at staff discretion). A doctor's appointment is to be made. Adults to provide support to teen through regular checks and attention.

6. Tidying rooms: bedrooms are to be tidied before leaving for school in the morning. Adults may need to assist, at times, with morning routines.

7. An allowance will be given to each resident every Friday.

8. Bedtimes are individualized based on the age and behavior of the young person.

9. All teens attend weekly house meetings.

10. There are weekly major cottage chores.

11. There are specified days for major room clean ups.

ROUTINES (Cont'd)

12. Curfews will be negotiated on an individual basis according to age and the young person's ongoing behavior.
13. Visitors are encouraged and can be individually negotiated between the young person and adults on shift with supervisory consultation. Overnight guests must be cleared with Supervisor and Director.
14. Family visits are part of a young person's treatment plan and will be developed on an ongoing basis.

STAFF RESPONSIBILITIES RE: PROGRAM MANAGEMENT

In order that the Permanent Care Programs be consistently run and high standards of cleanliness, nutrition, programming, money management and school liaison be maintained, staff members will be designated as responsible for the following areas:

1. FOOD

- Optimum balance of food quality and budget maintenance;
- A nutritional program with emphasis on:
 - balanced meals; consumption of supplies;
 - sugar intake; relation to a set time frame;
 - less fast food meals; special dietary needs;
 - bulk buying and cooperative buying with other cottages;
 - fresh fruit and vegetables.

2. ROUTINES

- Emphasis on consistency
 - to ensure individual and cottage routines are being followed through on;
 - ensure clarity and interpretation of guidelines in an attempt to produce greater consistency;
 - if changes are required, ensure communication with staff group is complete; documentation (Cottage Policy Manual) changed as required;
 - if set routines are not adhered to - Why?
 - ensure cottage chore standards are up to par and being followed through on by all. (Major chore, room chore);
 - be creative and flexible.

STAFF RESPONSIBILITIES RE: PROGRAM MANAGEMENT (Cont'd)

3. DOCUMENTATION

- coordinates all paper work in the program;
- checks P.A.P.'s;
- checks shift change book
- checks critical incidents and makes sure these are signed and filed;
- a sufficient supply of all required forms, paper, pens, comm. books, etc.;
- maintains order in filing cabinet (alphabetical order, etc.);
- update files with case coordinators as required;
- monthly fire drills and documentation of such;
- ensures appropriateness of all forms used and update as required;
- ensures that required reading - assessments, reviews, school reports - are done by all.

4. SCHOOL LIAISON

- primary person to engage and have ongoing contact with the school;
- to engage in a working rapport - to ensure the school and cottage are functioning in a mutual goal oriented strategy with the children;
- to assist in interpreting problems on both sides;
- to improve our professional working relationships through greater involvement and communication;
- to familiarize yourself with other agencies, primarily with thoughts to set up recreational programs;
- works with supervisor to pull in clinical liaison;
- responsible to see that morning and afternoon report are done well.

5. MAINTENANCE

- responsible for logging all maintenance work;
- date request submitted;
- ensuring it is done well and on time;
- responsible to keep supervisor informed.

6. PETTY CASH

- responsible for all money;
- ensure that petty cash vouchers, petty cash book, are being filled out appropriately;
- ensure receipts are appropriate and itemized;
- ensure Petty Cash balances.

7. HOUSEKEEPING

- inventory list of all cottage possessions (i.e., chairs T.V. video, cutlery, bedding, pictures, etc.);
- inventory list should entail condition of items;
- responsible for bulk buying (i.e., furniture, bedding);
- responsible for coordinating bulk buying amongst cottages;
- if things are being broken, are they being replaced.
If not - Why?;
- anticipating future cottage needs, (goods/items in poor condition needing replacement within the Fiscal Year);

The process of leaving a permanent care residence is usually a long one. This is due to the fact that many young people have been living in a permanent care residence for many years and may find it painful and difficult to leave. As part of the ongoing case review process, decisions are made about moving towards independence and plans are developed that enhance that end. These plans are made by the young person in consultation with significant family members, child welfare workers, probation officers, cottage and clinical staff and school personnel. The opportunity to move gradually towards more responsibility and privileges, should be a part of the ongoing treatment plan, preparing the young person for his/her eventual departure.

Discharge from this residence may mean a transfer from the permanent care residence to another, more independent cottage (i.e., Hillhurst, S.I.L., McMann or Mountain Plains). Discharge also may be into the community - living on his/her own in another group home with friends or family.

Prior to departure from the Permanent Care Residence, a young person should:

- a) have resolved family issues and have developed a workable relationship with the family;
- b) have admission to a community school prior to discharge with continued enrollment for two months prior to leaving the program or full time employment for the same period;
- c) have a place to live;
- d) have an awareness of support services;
- e) have a demonstrated ability to use community support services;
- f) have a demonstrated ability to use appropriate coping skills;
- g) have demonstrated some life skills abilities prior to discharge;
- h) show a decrease in presenting concerns prior to discharge.

The young person, in order that he/she be assisted to meet the above outcomes, is required to develop an independent program in conjunction with the staff group in order to develop further levels of responsibility and life skills training, for a period of two to six months prior to discharge.

In preparation for discharge, the person must:

- a) arrange a meeting with appropriate adult figures (i.e., Program Supervisor, Director, Social Worker, clinician, parent) in order to initiate the discharge process (staff should assist);
- b) he/she must arrange contacts with the next care-giver to establish visiting, dates, moving dates and announce to the other young people about his/her departure: dates, place, etc.

DISCHARGE PROCESS (Cont'd)

A discharge conference should be held unless there was a case review less than 2 months prior to discharge.

Preparation for departure can be anywhere from a month to 3 months long. During this time, it is very important that the practical aspects of the discharge are attended to by both the young person and staff (i.e., visits, party preparations, gifts, announcements, meetings, etc.). It is also to be expected that "acting out" around the discharge may occur, both by the young person who is leaving and other young people who are not. These incidents should be addressed with sensitivity and firmness. A definite discharge date should be known by the young person at the earliest possible time.

The farewell party is extremely important and the following points should be noted:

- a) all staff and young people are appropriately "dressed up";
- b) preparation for the party (i.e., decorations, speeches, gifts, theme, cake, meal, etc.) are begun at least 2 weeks before the actual date and should involve all young people and staff in residence;
- c) a gift with some meaning and long-lasting quality should be chosen;
- d) guests should be carefully considered;
- e) actual meal preparation should include all cottage members, as well as clean up;
- f) appropriate behavior is imperative;
- g) all staff are expected to attend;
- h) the table and cottage should be decorative;
- i) the party should occur as close to the actual leaving date as possible;
- j) the young person who is leaving should be prepared appropriately to thank people and give a speech.

(These are just a few points to help one to consider others)

Plans for the actual moving of belongings (social worker, cottage staff) should be decided before the actual moving date. Discharge from a Permanent Care Residence is a "graduation" and a "growing up".

COMMUNITY AFTER CARE PROGRAM (Follow-up)

The purpose of community after-care is to provide support, reassurance and a "home base" for all graduates.

PROGRAM

One staff person will be designated as the contact person for each graduate for a 3 month period.

PROGRAM (Cont'd)FIRST MONTH

1. The young person shall be invited back for dinner once a week.
2. Staff will telephone the young person once a week and record contact on an "after-care" form.
3. The young person will have access to laundry facilities once a week.
4. Staff and cottage residents may wish to include the graduate in one or two activities, or may be invited to his/her residence.
5. Clinical services will be offered.
6. Contact or requests for contact should be initiated by the young person.

SECOND MONTH

1. Young person will be invited for dinner once or twice during this month.
2. Laundry facilities should be used much less, if at all.
3. Telephone contact should continue bi-weekly. Recording shall be done.

THIRD MONTH

1. Telephone contact and recording only. Young person may be invited to cottage functions or for dinner on special occasions.

SIXTH MONTH

1. Telephone contact/progress note.

ONE YEAR

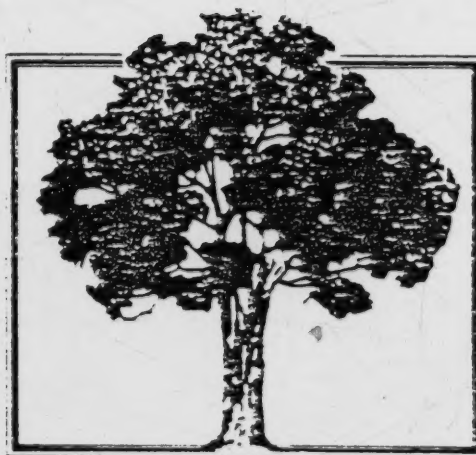
1. Telephone contact.

It is very important for follow-up research studies that the after-care form be completed and filed. This is for our own (and in some cases, Child Welfare's) information and will be kept confidential.

After discharge, all young people should feel welcome at the Permanent Care Residence as if it was their home. They should be encouraged to visit, but not abuse their privileges in any way. A system of sending birthday cards, notifying other staff of significant events in the young person's life should be established.

SPECIALIZED FAMILY FOCUS RESTORATION PROGRAMME

APRIL, 1987



WOOD'S CHRISTIAN HOMES
805, 37th Street NW
CALGARY, ALBERTA
T2N 4N8

SPECIALIZED FAMILY FOCUSED RESTORATION PROGRAMME

STATUS REPORT

The Family Restoration Programme is currently supported by interim funds until April 19, 1987. It is anticipated the programme will continue with a third complete programme commencing in April and continuing until July. This third series will be funded by proceeds from our current fund raising campaign. Unless additional funds from other sources are obtained (i.e. Health and Welfare Canada, charitable organizations) this programme will not continue after July.

Some consideration may be given to continuing with a reduced and modified service depending on our fund raising success. Such a modified programme would include current services minus a residential component. The Stabilization Residence would serve as a back-up support as necessary. This modified service will be further clarified in June, 1987 in regard to specific services and time lines for referrals.

A complete programme evaluation report will be made available upon completion sometime in August, 1987.

SPECIALIZED FAMILY FOCUSED RESTORATION PROGRAMME

April 27, 1987 - July 31, 1987

Wood's Christian Homes Family Focused Services has been offering a comprehensive and unique child abuse treatment programme. A programme of this nature was implemented due to numerous requests for intensive, impactful treatment that would involve the family and current caregivers with the purpose of re-establishing family competency.

The programme was designed to blend the best aspects of residential treatment with clinical and home family support over an intensive time limited period. The first six families (served from September through to December 1986) reported a significant change in their family functioning. An additional six families are being served January to April 1987.

Feedback to date suggests that professionals in the community involved with these families are recognizing the value of the programme and have encouraged its continuance. It is therefore our intention to continue this programme for another group of six families covering the period of April to the end of July 1987. Special funding is being sought for this service continuing in order to allow us to fully evaluate its effectiveness and value to the community.

SERVICE OVERVIEW**A Fourteen Week Service Involving:**

1. Fourteen days initial home support from/with a family support worker. (April 27th to May 11th 1987)
2. One day intensive parent problem solving workshop to be held on Saturday, May 2nd, 1987 given from a "family wellness perspective".
3. Sixty day Family Focus residential placement for the young person. (May 11th to July 10th, 1987)
4. Six sessions Family Wellness Seminar Series held during the residential placement period for parents, given from a "family wellness perspective."
5. Eight sessions of Family Wellness Seminar Series for young persons.
6. Twenty one day post-residence home support with assigned family support worker. (July 11th to July 31st, 1987)
7. One day intensive follow-up Family Communications workshop to be held on July 18th, 1987, given from a "family wellness perspective."

Other Key Components:

In addition to residential and home family support, the programme shall offer:

1. Multi-disciplinary (comprehensive) community and family assessment.
2. Coordination and collaboration with already existing treatment services being offered to the family.
3. Multi-disciplinary treatment including family therapy, individual and group treatment and psychiatric or psychological consultation as required.
4. A volunteer support service as appropriate for each family.
5. Community based service review to provide quality assurance.
6. Programme research and evaluation measures (pre and post questionnaire measures).

POPULATION SERVED

The Family Restoration Programme is offered within our Family Focused Services as a special programme. The purpose is to treat families with young people who have been the victims of founded or reported child abuse cases (sexual, physical and/or emotional). While it is recognized that removal of the abuse victim from the home is often an undesirable alternative, in certain situations, following an abuse disclosure, the home environment has become destabilized to the extent that the referral source believes that a short-term intensive family based, residential alternative is the best choice. In accordance with Wood's Christian Homes' policy, young persons (male and female), between the ages of twelve to eighteen years, will be served. Young persons with child welfare status or private referrals will be accepted. It should also be noted that a programme of this nature will work in a partnership with any other existing treatment service and/or therapist. The treatment plan will be drawn up in conjunction with these other professionals. The goal is not to detract from present treatment, but to accelerate the treatment process. A close working relationship and liaizing will occur with schools and other community services involved with the young person and family.

REFERRAL/ACCESS

Interested professionals and/or families should contact Susan McIntyre or Lisa Sorrenti-Little at 270-4102 as soon as possible in order that the referral process can be completed by March 20. Referrals shall be reviewed and six families shall be selected for this programme.

ASSESSMENT/TREATMENT PLAN

An extensive family assessment will be completed. Substantial credence will be given to existing assessments and family information compiled by other agencies. This will assist in the process of updating assessments and treatment plans for this programme. Assessments will include the following information:

1. A detailed family history
2. History of family violence
3. Boundaries of the family and external world
4. An assessment of inter-generational and intra-generational boundaries
5. A paediatric and/or medical assessment, when appropriate
6. A psychiatric assessment of mental status of the appropriate family members
7. An assessment of the severity of the abusive relationship
8. As assessment of family involvement with professionals.

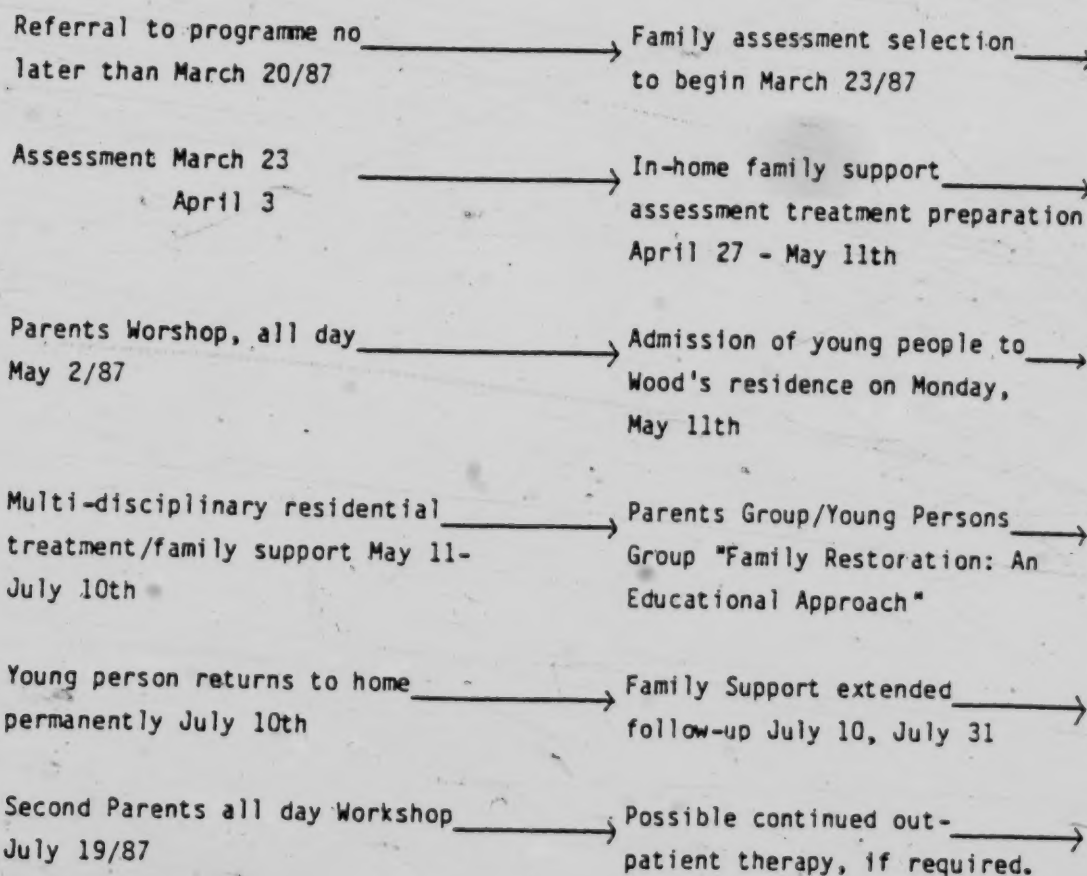
Upon completion of the assessment an intensive individualized treatment plan will be developed. For each family, family therapy will be a key component in the treatment plan. Group therapy will also serve as a foundation to this special programme. A special young persons' group will meet weekly and a separate parents' group will meet weekly throughout the programme; the focus will be "Family Restoration: An Educational Approach". The use of family support workers will allow for intensive and extensive family support including crisis response and in-home family therapy and support under the strict supervision of two clinicians. Individual therapy will also be an option for young people and their families, if required. In summary, the treatment features offered in the established Family Focused Programme at Wood's Christian Homes will be available; however this specialized programme will have a homogenous population of abusing families. Clearly, the treatment goals within a three month period would be quite specific. Outcome desired would be:

1. Stabilization of family with the young person returning home.
2. A clearly identified plan for the Child Welfare Worker or other professional to utilize for ongoing family assistance with specific target dates for completion.

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3. Implemented safeguard measures precluding continuance of a potential cycle of abuse. Longer term treatment issues, such as long standing marital problems, as well as individualized treatment needs would be identified and linkage to other treatment settings providing longer term treatment would be effected.

The following represents the programme path for the "Specialized Family Restoration Programme".



The preceding represents a brief description of the Specialized Family Restoration Programme which is being offered. If you have any questions or require further clarification in reference to the programme, please contact Shari Shaw at 270-4102.

EXCEPTIONAL NEEDS PROGRAMME



WOOD'S CHRISTIAN HOMES,
805 - 37th STREET N.W.,
Calgary, Alberta.
T2N 4N8

EXCEPTIONAL NEEDS PROGRAMME

PROGRAMME STATEMENT

The Exceptional Needs Residence provides co-ordinated and individualized residential treatment programmes to serve adolescents with exceptional bio/psychosocial concerns. The focus of the programme is to combine individual, group or family therapy with a special education programme and individualized life-skill training to support the young person to develop a sense of being in charge of his/her disability. Emphasis is placed on assisting the young person to develop the skills to support integration into the community at a less intrusive level of treatment intervention.

SERVICE VALUES INHERENT IN PROGRAMME

The Exceptional Needs Programme is committed to:

- a) the provision of a safe and caring environment which supports the young person's needs and strengths;
- b) active involvement by the young person and referral source in treatment and service planning;
- c) daily personalized involvement of the residence staff with the young person based on a flexible individualized treatment plan;
- d) use of all potential resources in the community in an inter-connected way to support client growth;
- e) return to the home and/or community with continued treatment support as per the treatment plan.

PROGRAMME OBJECTIVES

The Exceptional Needs Programme is designed:

- a) to offer an individualized treatment programme emphasizing interpersonal and personal growth, such that the young person builds self esteem, develops his/her strengths and "takes charge" relative to the exceptional care need;
- b) to use a Case Management System to monitor treatment progress and to identify any need for change in the treatment programme;
- c) to assess any secondary needs identified in the initial treatment plan that may be related to the exceptional need;
- d) to empower the young person with ownership of his/her treatment through the use of mutually determined goal setting which will include family and/or referring agency.

STAFFING

- 1 Supervisor
- 1 Senior Worker
- 7 Child Care Workers
- 1 Nurse/Child Care Worker

Clinical consultation:

- for individual residents and families
- for programme development
- for group work

CHILD CARE RESPONSIBILITIES:

The role of the Child Care Worker in the Exceptional Needs Programme focuses on two areas: development and implementation of the individualized treatment plan with the resident for which they are the key worker; and responsibility (with other team members) to ensure that each shift operates with integrity addressing the individual needs of each resident and adhering to general shift responsibilities. These responsibilities are delineated as follows:

1. Upon arrival on shift, each staff member is expected to take part in shift change. This includes a report by departing staff about significant events in the previous shift; information requiring follow-up, i.e. appointments; input as to possible interventions, etc. Incoming staff are expected to plan the upcoming shift with the designated shift co-ordinator taking responsibility to ensure each person working is clear about individual responsibilities.
2. Incoming staff are responsible for ensuring they have read both the communications log and all charting done since their last shift.
3. Daily residence routines include: school report, checking of resident's chores, involvement in external therapies, meal preparation and supervision, maintenance of the facility, participation in individual/group programming with residents, supervision of resident's routines (i.e., chores, bedtimes), charting in daily logs, providing shift change, etc.

School report includes: (1) significant events in the residence since last report; (2) all pertinent information about individual residents; (3) listing of all appointments, therapies, etc. which will result in any resident missing part of the school day. School report is done at 8:30 a.m. either in person or by phone.

4. Communication: Communication is ongoing with other staff throughout the shift. Staff are expected to use the communication book and the calendar to report significant messages, etc.
5. Supervision: Each Child Care Worker contracts for ongoing supervision with the programme supervisor.

INTAKE/ORIENTATION PROCESS

The intake process is Wood's administrative process for the movement of a young person into a programme. This process includes:

1. referral of case by Intake Co-ordinator to clinician for assessment;
2. assessment of young person and family by clinician including goal formulation developed jointly;
3. formal signing of Treatment Agreement including young person, family, community professionals and Wood's staff. This document includes a clear delineation of goals and admission dates for residence and school plus projected discharge date;
4. formulation of initial Service Action Plan by programme supervisor and clinician after Treatment Agreement meeting.

Once the Treatment Agreement has been signed the orientation process for each resident is developed on an individualized basis by the programme supervisor and the clinician in discussion with the prospective resident and his/her parent or legal guardian. The formal signing of the Treatment Agreement indicates the young person's willingness to participate in the treatment process. However, the orientation process is highly individualized. It may include a three week period of visits to the residence to meet staff, invitations to lunches or dinners, participation in specially designed programme activities, or inclusion in weekend residence activities. Or, depending on the needs of the young person, it may include one visit to the unit with admission occurring one or two days after the Treatment Agreement signing.

VITA

NAME: David Seymour Bazeley
PLACE OF BIRTH: Montreal, Quebec
DATE OF BIRTH: 1946 06 17

POST SECONDARY EDUCATION:

Vanier Collage, Ville St. Laurent, Quebec
Mechanical Systems Technology Program
1970-1974

McGill University, Montreal, Quebec
Bachelor of Education in Industrial Arts
Diploma of Special Education
1972-1980

Gonzaga University, Spokane, Washington
Master of Arts in Administration and Curriculum
1982-1985

University of Alberta, Edmonton, Alberta
Master of Education in Industrial Arts
1983-1988

RELATED WORK EXPERIENCE

Calgary Public School Board
Teacher, Woods' Christian Homes School
Special Education, 1982 -

Calgary Public School Board
Teacher, Lord Beaverbrook Senior High School
Vocational Education 1979-1982

Chambly Regional School Board, Quebec
Teacher, MacDonald Cartier High School
Industrial Education 1973-1979

ORGANIZATIONS

Member, Alberta Teachers Association

- School Representative, 1987-1988
- School Representative, 1986-1987

Member, Special Education Council, A.T.A.

Member, Industrial Education Council, A.T.A.

Member, Calgary Regional Council for Industrial Educators

- Director, 1987-1988
- Director, 1986-1987
- Director, 1985-1986

Member, Southern Alberta Institute of Technology, Troy
Foundation

- Director, 1988-
- Chairman, 1987-1988